

A STUDY OF STERLING COLLEGE WITH SPECIAL REFERENCE
TO ITS EDUCATIONAL INVESTMENTS AND
EDUCATIONAL CONTRIBUTIONS

by

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CONTENTS

CHAPTER

PAGE

I. Nature of Study and Sources of Data	1-5
II. Contributions of Small Colleges to the Educational Program	6-15
III. The Historical Background of the United Presbyterian Church; Formation of Kansas Synod, and the Early Beginnings of Sterling College	16-57
1. Historical Background of the United Presbyterian Church	16
(a) Doctrine	29
(b) Organization	31
(c) Activities and work	35
2. Formation of Kansas Synod	38
3. Educational Institutions sponsored by Kansas Synod	40
(1) Sterling College	42
(a) Her first contract	43
(b) College Presidents	46
(c) Change of Names	47
(d) Progress in Forty-four years, and curriculum developments	48
(e) Organization and Control	51
(f) Campus, and Marks of Christianity	54
(g) Other activities	55
(h) Government	56
IV. The Educational Investments of Sterling College	58-98
1. Some of the Sources of College Revenue	59
2. Carnegie Donation	64
3. Second College Building, and the New World Movement	65
4. Half Million Dollar Campaign, and Admission into the North Central Association of Colleges	67
5. Financing Current Expenses since 1925	70
6. Resources of Sterling College, (capital outlay)	72
7. An estimate of Current Expenses at Sterling College between 1932-1941	92
V. The Educational Contributions of Sterling College to Higher Education in Kansas	99-139
1. Enrollment Contributions	100
2. The Graduates of the Institution	119
3. Record of the Graduates of Sterling College in the Higher Institutions of Learning of the United States with Special Reference to Records of the Alumni in the Graduate School of Kansas University	127
4. The Occupations and Professions of the Alumni	131

CONTENTS

CHAPTER

PAGE

VI. General Summary and Conclusions	140-148
1. General Summary	140
2. Conclusions	147
3. Bibliography	149

TABLES

TABLE	PAGE
I. Capital Outlay of Sterling College	74
II. Treasurer's Report of Sterling College	75
III. Annual Current Expenses of Sterling College, 1887-1931	76-77
IV. Analysis of Increase in Tuition, Teachers' Salaries, and Total Annual Current Expenses for Certain Periods at Sterling College, 1887-1931	81
V. Summary of Financial Investments of Sterling College, 1887-1931	87
VI. Annual Current Operating Expenditures of Sterling Col- lege, 1910-1931, on the Basis of which the Current Ex- penditures of the Institution for the years, 1932-1941, Are Predicted	95
VII. Annual Current Operating Expenditures of Sterling Col- lege, 1921-1931, on the Basis of which the Current Ex- penditures of the Institution for the years, 1932-1941, Are Predicted	97
VIII. The Enrollment Contributions of Sterling College, Nov. 1, 1887--May 28, 1931	102-3
IX. Summary of Enrollment Contributions of Sterling College, 1887-1931	109
X. Summary of the Collegiate Enrollment at Sterling College with Analysis of the Increase over Certain Periods, 1887-1931	111
XI. Enrollment in Sterling College according to States Repre- sented for the School Year, 1930-1931	116
XII. Enrollment in Sterling College according to Depart- ments Represented for the School Year, 1930-1931	118
XIII. Record of Degrees Awarded to Sterling College Alumni, 1892-1931	120-1
XIV. Record of Graduates and Degrees, Sterling College, 1892-1931, Together with the Percent of Students Graduating, and Years Required for Graduation	124

TABLES

TABLE	PAGE
XV. Record of Sterling College Graduates Enrolled in Graduate School of Kansas University, 1904-1931	129
XVI. Occupations and Professions of Alumni of Sterling College Distributed by Percentages	137
XVII. Location of Alumni Members of Sterling College according to States, 1931	138
XVIII. Summary of Pertinent Data Relative to Sterling College, 1887-1931	146

CHARTS

CHART	PAGE
1. The State and Private Colleges and Junior Colleges in Kansas as Taken from the Kansas Educational Directory, 1931-1932	10
2. Genealogy of the United Presbyterian Church as Prepared by the Rev. J. W. Ashwood, D. D., Greeley, Colorado	27
3. Organization and Control of Sterling College, Sterling, Kansas	53

DIAGRAMS

DIAGRAM

PAGE

1. A Comparison of Cost of Education for Certain Periods
at Sterling College, 1887-1931 85
2. Distribution of the Financial Investments of Sterling
College, 1887-1931 89
3. How Sterling College Received and Spent her Dollar,
1930-1931 91
4. Annual Current Operating Expenditures of Sterling Col-
lege, 1910-1931, on the Basis of which the Current Ex-
penditures of the Institution for the years, 1932-1941,
Are Predicted 97
5. Enrollment at Sterling College, 1910-1931 114
6. The Graduates of Sterling College, 1910-1931 . . . 126
7. Occupations and Professions of the Alumni of Sterling
College Distributed by Percentages 137

A STUDY OF STERLING COLLEGE WITH SPECIAL REFERENCE
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CHAPTER I

Nature of Study and Sources of Data

The subject of this study, Sterling College, is located at Sterling, Kansas, Rice County, in the valley of the Arkansas River. A concrete road connects Sterling with Hutchinson and Lyons. The main line of the Atchison, Topeka and Santa Fe Railroad between Kansas City and Denver passes through Sterling. The town is also on the branch of the Missouri Pacific between Salina and Wichita.

Sterling has a population of about 2,000. It is preeminently a church going town, with Baptist, Methodist, Reformed Presbyterian, and United Presbyterian denominations. The population is of the class that naturally gravitates toward an educational center. The city schools are organized on the 6-3-3 plan--the high school ranking in the class "A" section. Intelligence, industry, and sobriety summarize the mental and moral characteristics of the community.

The purpose of this study is to collect, present, and analyze the pertinent material that seems specifically vital in arriving at a clear understanding of existing affairs at Sterling College, Sterling, Kansas.

The particular or specific problem is: First, the presentation of the educational investments of Sterling as clearly and concisely as possible, presenting the actual facts from college records, followed by an analysis of the significance of aforesaid data. Secondly, by arbitrarily selecting those factors which seem essential as criteria of school achievement and progress--to interpret the educational contributions of Sterling College as they measure up or fail to measure up, to the criteria. Then, lastly, the final task is the summing up of the whole, and the presentation of logical recommendations if the data so warrant it.

Educational investments may be defined as those monies laid out in : 1. Endowment; 2. Physical Equipment--lands, buildings, furnishings; 3. Current Expenses--teachers salaries, administration, operation and maintenance of school plant, fixed charges, debt service, auxiliary agencies, and miscellaneous.

In this study educational contributions may be thought of as returns to society which an institution makes through its alumni. Money necessarily need not be the medium of measurement. As educational contributions, the author is especially thinking of those deeds rendered in the form of service to mankind, executed not so much for hope of reward, but for the joy of service.

The study is entirely limited to a survey of the conditions of Sterling College as manifest through the school's

educational investments and educational contributions. An endeavor is made to keep in mind not only the desirable characteristics of a small school, but also the specific historical background of the founders of Sterling and of the United Presbyterian church. All this is done that it may be of an aid to the formulation of an intelligent hypothesis in the last chapter.

Purpose of School:

"While Sterling is a church school, and thoroughly Christian, yet it is in no sense sectarian; students of good moral character are admitted without regard to creed or belief, and men and women of different communions have always been represented on the faculty. Her aim is of the highest: Namely, to provide a thorough Christian education. And true to this ideal, the college emphasises two things: sturdy intellectual attainments, and stalwart character. As an indispensable aid to acquire these, Biblical study is accorded an important place in the curriculum."¹ (At least 8 hours is required of all graduates).

The data were secured primarily by means of a visit of several days extent spent in the college office, and the method was that of looking through old Sterling College catalogues, alumni records, yearly itemized reports of the financial transactions of both current and endowment treasurers; perusal of the triennial report to the North Central Association of Col-

¹ Sterling College Catalogue, "Control and Management", p. 6, Vol. 27, No. 99, Sterling, Kansas, May, 1923

leges, etc. Some information was gained by use of personal interviews with people in a position to supply the facts; by use of correspondence; and through the reading of church histories, Kansas Synod Reports, United States Government books, etc.

The facts are presented in both tabular and graphic form by what would seem to be a logical order. Each table and graph will be discussed and interpreted as the facts warrant it.

In this chapter an endeavor has been made to give an inkling of the nature of this study, sources of data, and proposed manner of presentation. Chapter II deals with a brief study of some of the contributions of small colleges to educational progress. The first half of Chapter III deals with the historical background of the United Presbyterian church. In this it will be found that the United Presbyterians come by direct descent from the heroic Covenantors of Scotland. The last half is devoted to a short history of the formation of Kansas Synod, and of the early beginnings of Sterling College, then known as "Cooper Memorial". The thesis proper starts with Chapter IV. Here is presented a rapid survey of the financial investments of Sterling College throughout her forty-five years of existence, and an estimate of the probable future current cost of Sterling College for the next ten years (1932-1941) through the use of the Regression Equation and the line of "best

fit", based upon figures of total current expenditures starting with 1909 and going up to 1931--the last year for which figures are available. In Chapter V an estimate of the educational contributions of Sterling College to Higher Education in Kansas is made on the basis of four criteria: 1. Enrollment contributions. 2. Graduates of the institution. 3. Record of graduates in the Graduate School of Kansas University. 4. Occupations and professions of the alumni of Sterling College. Chapter VI, the final chapter, is devoted to a summary of the presented data in the light of common sense; and closing remarks as to the probable future continuation of Sterling College.

CHAPTER II

Contributions of Small Colleges to the Educational Program

Perhaps it would seem to some that in this day and age when the cry is continually for efficiency and consolidation that the small college has outgrown its usefulness and should be supplanted by large municipal and public institutions. There are always two sides to every question. But for the time being some reasons for continuation and support of the small college are presented.

In the first place, one should respect and support the small college because it has ever been the pioneer in the work of the nurture and spread of education; nor as yet has it been shown that its mission is completed.

The work of the church and of education have gone hand in hand. In the Middle Ages it was the church that cared for culture. Then came the Renaissance and revival of learning in all fields. Education became separated as a function of the church alone. Yet the church has ever been vitally interested in the spread of education.

In America with the discovery of the new continent, "the only college founded before the eighteenth century that was not the creation of the church or of individual ministers was the University of Pennsylvania, but even in this the Bible was named as a textbook, the founder, Benjamin Franklin, saying:

'When human science has done its utmost and when we have thought the young worthy of honor, yet still we must recommend them to the Scriptures in order to complete their wisdom, regulate their conduct through life and guide them to happiness forever.'" ¹

In the second place, one should support the small colleges as they are feeders of the great universities in providing their quota of graduate students. Take Kansas University as an example: A glance through the list of graduate students at K. U. will show the fact that the majority or a good share of the graduate students come to the university from small educational institutions. The small colleges help to furnish the life blood of the graduate schools.

In the third place, from a purely statistical point of view the significance of the small colleges and private institutions is not to be minimized. According to a recent Bulletin of the United States Bureau of Education dealing with the statistical aspect of universities, colleges, and professional schools, in 1928 there were listed 1,076 institutions. Of the professional schools there were 176 seminaries, 136 law schools, 73 schools of medicine, 41 schools of dentistry, 66 pharmacy schools, 8 osteopathy schools, and 10 schools of veterinary medicine. ²

Then, classifying all institutions as to whether "public" or "private", 226 are under public control and 850 privately

1 A symposium on the Christian College, "Origin and Growth of colleges", p. 11, The Board of Education of the United Presbyterian church, Chicago, Illinois.

2 "Statistics of Universities, Colleges, and Professional Schools", Bulletin No. 38, United States Bureau of Education, 1929.

operated. In 1928 the enrollment in public institutions was 335,009, and in private institutions, 533,784. Expressed in percentages of the whole, the entire enrollment in public institutions only represent 39% of the total enrollment of the youth of the land, while private school enrollment is 61% of the total.

Of course it is true that in the East many large universities such as Northwestern, Chicago, Harvard, Columbia, Ohio State, and others are still privately controlled and included among the 850 privately operated institutions, although in numbers and organization, as large or larger than institutions coming under public institutions. Yet the classification has significance. At least it indicates the importance of private institutions. And in the west it is true that the majority of institutions listed as private are small institutions and as the usual rule, small denominational schools.

But let us examine the situation here in Kansas. What percent of the students are enrolled respectively in public and private institutions? In Kansas during 1927-1928, the year for which latest figures are available, according to the Bureau of Education, Washington, D. C., exclusive of Teachers Colleges, there were 18,536 students enrolled in preparatory and collegiate departments of the colleges and universities. Of this number, 10,099, or 55% were in publicly controlled institutions, and 8,437, or 46% in private schools.³

3 Ibid

Kansas does not come up to the National trend of having more students in private schools than in state institutions, however, in accounting for this it is significant that there were included in the figures for the state schools, nine Junior colleges, and the Municipal University of Wichita--the latter, until recently a private institution.

Chart I, on the next page lists five accredited colleges for the state, one accredited municipal university, and ten State Junior Colleges. There are nineteen private educational colleges shown, thirteen of these being accredited by the State. In addition, there are seven private accredited Junior Colleges. Altogether, there are nineteen accredited collegiate institutions in the State, both public and private; and in respect to public and private Junior Colleges, seventeen which are accredited. The sum total of accredited Junior and Collegiate Institutions, private and State, is made up of thirty-six institutions. Altogether, there are forty-two institutions listed; as a consequence, six private educational institutions--four colleges, and two academies are not accredited.

In addition to this, on a page devoted to institutions accredited but not classified for work done, 1930-1931, there are fifty-three schools; the majority of these, however, proving to be special high schools or academies, State Special Schools, penal or corrective, or Federal Schools.

The significance of small colleges in carrying on the

State and Private Institutions

State Educational Institutions:

- *State University, Lawrence
- *State Teachers College of Emporia, Emporia
- *Fort Hays Kansas State College, Hays
- *State Teachers College of Pittsburg, Pittsburg
- *State College of Agriculture and Applied Science, Manhattan

Municipal University:

- *Municipal University of Wichita

State Junior Colleges:

- *Municipal Junior college of Arkansas City, Arkansas City
- *Coffeyville Junior College, Coffeyville
- *El Dorado Junior College, El Dorado
- *Fort Scott Junior College, Fort Scott
- *Garden City Junior College, Garden City
- *Hutchinson Junior College, Hutchinson
- *Independence Junior College, Independence
- *Iola Junior College, Iola
- *Kansas City Junior College, Kansas City
- *Parsons Junior College, Parsons

Private Educational Institutions:

- *Baker University, Baldwin
- *Bethany College, Lindsborg
- *Bethel College, Newton
- Bressee College, Hutchinson
- *College of Emporia, Emporia
- Friends Bible College, Haviland
- *Friends University, Wichita
- Hillsboro Bible Academy, Hillsboro
- *Kansas Wesleyan University, Salina
- *Marymount College, Salina
- *McPherson College, McPherson
- *Ottawa University, Ottawa
- *St Benedict's College, Atchison
- St. John's College, Winfield
- St. Mary's Academy, Leavenworth
- *Sterling College, Sterling
- *Southwestern College, Winfield
- *Washburn College, Topeka
- Western University, Kansas City

Private Junior Colleges:

- *Central Academy and College, McPherson
- *College of Paola, Paola,
- *Hesston College, Hesston
- *Highland College, Highland
- *Mt. St. Scholastica, Atchison
- *Tabor College, Hillsboro
- *The St. Mary College, Leavenworth

Note: Schools starred are accredited four year colleges or accredited Junior Colleges.

CHART 1.--THE STATE AND PRIVATE COLLEGES AND JUNIOR
COLLEGES IN KANSAS AS TAKEN FROM THE KANSAS
EDUCATIONAL DIRECTORY, 1931-1932

educational program, therefore, is not only National, but of State importance. And yet with the above statistics in mind the question will arise in the minds of some people as to the advisability of entrusting the education of youth to the small college. Perhaps they will intimate: Is the training given in small colleges just as good as that received in public institutions? Or, look at the superior equipment of state schools. In comparison, what does the small college have to offer?

To set the minds of such people at rest, in the fourth place, let us consider the product of the small colleges to see if its contributions to citizenship justify existence:

A recent bulletin says in part: "It costs something to have colleges, but it costs infinitely more not to have them. American democracy would not rest secure as it does today if hundreds of leaders had not devoted to the country the fruits of their college training.

"More than half the signers of the Declaration of Independence were college graduates. Benjamin Franklin founded the University of Pennsylvania. George Washington was Chancellor of the College of William and Mary. The leading trustee of Hampden-Sidney College was Patrick Henry, and Thomas Jefferson was both the graduate of a Christian college and the founder of a university. Among other early graduates of distinction were Hamilton, Marshall, Monroe, James Otis, John Hancock, Samuel and John Adams.

"Daniel Webster stirred the Supreme Court of the United States as it has seldom been stirred in his famous plea for Dartmouth College. Before the Civil War, Stonewall Jackson was the head of a school and at its close Robert E. Lee accepted the presidency of a college. No man knew better than Abraham Lincoln the value of education and in 1862 he signed the "Land-grant Bill," which virtually created fifty colleges in the West.

" 'He fixed my destiny in life,' said Thomas Jefferson of William Small, a member of the faculty of William and Mary College.

"When Woodrow Wilson was president of Princeton he said that great as had been the contribution of Princeton to the leadership of the nation, it must be remembered that Centre College, Kentucky, had contributed more outstanding men to the leadership of the nation.

"A statistician has figured out that American college graduates have furnished:

55% of our Presidents, 36% of the Members of Congress,
 47% of Speakers of the House, 56% of the Vice-Presidents,
 62% of the Secretaries of State,
 50% of the Secretaries of the Treasury,
 69% of the Justices of the Supreme Court.

"President Carl G. Doney of Willamette University, Salem, Oregon, states that on the basis of representation in Who's Who, the distinguished graduates from Christian colleges are three times as numerous as graduates from large non-Christian schools." 5

5 From "A Symposium on the Christian College", op. cit., pp. 20-22.

One sees, therefore, that a college education evidently pays. What would account for this? It would be hard to answer such a question positively and for all time, but it would seem that exposure to the small collegiate atmosphere must possess certain inherent advantages that the larger institutions do not have.

The late William R. Harper, President of Chicago University, in his book "The Trend of Higher Education", has enumerated some of these advantages as:

- "1. Students come in closer contact with instructors.
2. Greater opportunity to develop responsibility.
3. More loyal support of faculty and alumni.
4. Better adaptation to needs of certain individuals.
5. Economic and geographical advantages." 6

In the fifth and last place, the small colleges, particularly denominational schools, offer a distinct contribution to the American higher educational program that the State and Public Schools cannot fulfill.

America certainly has separated church and state--and on the whole, it is no doubt good that she has. But yet the need for some sort of religious training today is greater than ever before. Moral laxity is the fad of the age. And one need only turn to history to see the outcome upon ancient civilizations. Man is created essentially religious, (whatever the critics may say to the contrary), and real American leaders

6 A quotation from William R. Harper, "The Trend of Higher Education", Chicago University Press, as cited in David Vincent Wiebe's "The Mennonite Institutions of Higher Learning in Kansas with special reference to their Educational Investments and Educational Contributions" unpublished Master of Arts thesis, Kansas University, 1927.

recognize this fact. They also recognize the need for the small Christian college. There is a side to this life beside mere material possessions. As a general rule the Universities provide only secular education, while one must look to the small Christian college for character education.

To give a few quotations from leading men:

"We do not need more national development, we need more spiritual development. We do not need more intellectual power, we need more moral power. We do not need more knowledge, we need more character. We do not need more government, we need more religion.'--Ex-President Coolidge.

"To educate a man in mind and not in morals is to educate a menace to society.'--Theodore Roosevelt.

"Too frequently religious education has been regarded as a thing apart. Rather is it the natural and logical conclusion of all education; just as religion is the natural and complete expression of man's being'.--Horne's Psychological Principles of Education.

"To educate the reason without educating the desire is like placing a repeating rifle in the hands of a savage.'--Herbert Spencer.

"The Christian college is the manufactory which takes the finest raw material the Church can furnish, multiplies its value a hundred fold and returns it to the Church in a life-giving stream of intelligent faith, trained power, and

consecrated leadership!"--Henry L. Smith. ⁷

Conclusions:--The small college most certainly has demonstrated its right for existence. In our social world there is a place both for the University and the College. We must not under-rate the importance of small schools because they are small. And in the words of Daniel Webster, the small college graduate may say: "I know my school is a small college, but there are those who love it."

⁷ From "A Symposium on the Christian College", op. cit., pp. 5-10.

CHAPTER III

The Historical Background of the United Presbyterian Church; Formation of Kansas Synod; and the Early Beginnings of Sterling College

In making a survey of a church school it would seem wise to include a brief resume of church history. In considering the denomination such questions as these arise: What are United Presbyterians? What is their origin? In what respect is their doctrine different from other Presbyterians? What has been their attitude toward higher education?

"In the first place, as regards ecclesiastical ancestry, United Presbyterians need have no fear of prying curiously and thoroughly into the records.

"United Presbyterians have come by direct descent from the heroic Covenantors of Scotland. No people were more rigidly loyal to the principles and doctrines of the Reformation than they. In an age that tried supremely the souls of men they stood firm and unyielding as the rock-ribbed mountains of their native land. For rugged strength of faith, for unconquerable tenacity of purpose, for self-sacrificing loyalty to high ideals, they have never been surpassed.

"The period of the Scottish Covenants was approximately from the middle of the sixteenth century to the middle of the seventeenth. They had some political significance, but they

were predominantly religious in nature.

The four most vital covenants were: ¹

"1. The Covenant of 1557. This was in the stormy days when determined efforts were being made to crush the Reformation in Scotland. In 1547 John Knox, greatest of all Scottish reformers, was captured and condemned to the French galleys for nineteen months of misery. Two years before Knox's return to Scotland a heroic band of Protestant leaders met in Edinburgh and bound themselves together in the first of those remarkable covenants which have exercised such a tremendous influence on Scottish character and history. The men who signed the famous document resolved "to apply their whole power, substance, and very lives to maintain, set forward, and establish the most blessed Word of God.

"2. The Covenant of 1580, or the "King's Confession". Its author was an Edinburgh minister, John Craig; and it is sometimes called the King's Confession", as it was signed by King James. Persons of all ranks affixed their names to it, pledging their "lives in the defence of Christ's Evangel, liberties of the country, ministration of justice, and punishment of iniquity.

"3. The National Covenant of 1638 was brought about as the result of an attempt of Charles I to force Episcopacy on the Presbyterians of Scotland. In 1636 he presented them with a "Book of Canons", and the next year there followed a "Service

¹ For the greater part of this chapter on the historical background of the United Presbyterian Church the author is indebted to W. E. McCulloch, D. D., "The United Presbyterian Church and its Work in America", U. P. Board of Home Missions, 1925, Chapt. 2.

Book", which is said to have been made up from both the English Book of Common Prayer and the Roman Catholic Missal. At the introduction of the new Service Book, Sabbath, July 23rd, in the great church of St. Giles, Edinburgh, the service was broken up by a riot. The spirit of revolt kindled in Edinburgh spread rapidly through Scotland. Finally, on March 1st, 1638, in old Greyfriars Churchyard, a vast crowd of people, nobles and commons, assembled and bound themselves together in a solemn declaration which proclaimed "That with our whole hearts we agree and resolve all the days of our lives constantly to adhere unto and defend the true religion." The stubborn King prepared for war but his English subjects were in no mood to give him adequate support. Scotland backed up her covenant by sending to the border an army of 30,000, commanded by the able General Leslie, an experienced soldier who had seen service under Gustavus Adolphus. Charles was compelled to yield and the result was the granting of civil and religious freedom to the Scottish people.

"4. The Solemn League and Covenant of 1643 was subscribed by English and Scotch at a time when English King and English Parliament were engaged in a desperate struggle for supremacy. John Richard Green says it was "in the darkest hour of the Parliament's cause." At the Battle of Marston Moor, English and Scotch fought side by side against the forces of the King. The Civil War finally ended in the dethronement and

tragic death of Charles I.

"Cromwell's Protectorate:--During the Protectorate of Cromwell, Presbyterianism flourished in Scotland. While the grim Puritan ruled, Presbyterianism enjoyed freedom in affairs of both church and state.

"The reign of Charles II extended from 1660 to 1685; that of James II from 1685 to 1688. The twenty-eight years covering both reigns may be regarded as the heroic period of the Scottish Covenantors. In Greyfriars Churchyard is the Martyr's Monument. A part of the inscription reads as follows: "From May, 1661, to February 1688, were one way or another murdered and destroyed for the same cause about eighteen thousand, of whom were executed at Edinburgh about one hundred of noblemen, gentlemen, ministers, and others--noble martyrs for Jesus Christ." Amid such testing times that tried supremely the souls of men our United Presbyterian Church had its beginnings.

"With the accession of William and Mary in 1688 the day of religious toleration dawned on Great Britain, and persecution in Scotland ceased. After long years, many of them frightful with sufferings, the never-say-die Covenantors were free to worship God as they pleased.

Reformed Presbyterian Church

"Directly out of the Covenantor period, out of the struggle of 1660-1688, came the Reformed Presbyterian Church. Two

years after the Revolution of 1688, Presbyterianism was re-established in Scotland. Most of those who had engaged in the struggle against royal tyranny took advantage of the "Revolution Settlement" and entered the established church. But there were a goodly number who refused to accept what they regarded as a compromise. As a result they formed separate religious societies and through a period of sixteen years without the aid of any Gospel ministers maintained their organization. Finally two ministers, Rev. John McMillan and Rev. Thomas Nairne, joined the dissenters and, on August 1st, 1743, along with some ruling elders, formed the first presbytery. It was not many months until they enlarged the membership of the presbytery by ordaining two young men to the ministry.

"Scotch Irish:--The name Scotch-Irish is a prominent one in the vocabulary of United Presbyterianism. The second portion of this hyphenated term is explained by the fact that many of our ecclesiastical ancestors came from Ireland. Most of them, however, were of Scotch origin. During the persecution under the Stuart King's, many persons of the Covenantor persuasion escaped from Scotland and found refuge in the northern part of the Emerald Isle. There they formed societies and in time were served by ministers of their own faith.

"In America:--Scotch and Irish of the Reformed Presbyterian breed displayed good judgment by emigrating to the New World. About 1720 they began their peaceful invasion. Most of them

settled in the eastern part of Pennsylvania. . In 1743 they held a notable meeting at Octorara, Pa., where in solemn manner they renewed their Covenant vows. It was not until 1751, however, that the Rev. John Cuthbertson, of the Reformed Presbytery of Scotland reached America. The first communion was held in Cumberland County, Pa., at New Kingston, August 23rd, 1752. The number of communicants was two hundred and fifty. We read that "the services began early and lasted nine hours."

"In 1773 two ordained ministers, Matthew Lind and Alexander Dobbin, came from Ireland and in March of the following year the first Reformed Presbytery of America was formed at Paxtang near Harrisburg, Pa. The Reformed Presbyterian Church in America made commendable progress up to the time of its union with the Associate Presbyterian Church in 1782.

Associate Presbyterian Church

"The re-establishment of Presbyterianism in Scotland by the "settlement" of 1690 left the church in certain respects, in very unsatisfactory condition. Many of the ministers who were permitted to retain their charges were ignorant, immoral, and even vicious. There were also heretical tendencies manifest. Finally at the opening of the Synod of Perth and Stirling, in 1732, the Moderator, the Rev. Ebenezer Erskine, delivered a sermon which kindled such violent opposition that he was officially rebuked by the Synod. He appealed to the Assembly of 1733, but his appeal was not sustained. He was

then joined by three other ministers, Moncrieff, Wilson, and Fisher in a strong protest to the Assembly. The case was referred to a Commission and a few months later the four ministers were tried, suspended, and their pastoral relations with their congregations dissolved.

"Nothing daunted, the four ministers seceded from the Established Church and on December 6th, 1733, they met at the village of Gairney Bridge and organized the "Associate Presbytery." This was the beginning of the Associate Presbyterian Church of Scotland. Eleven years after its founding there were twenty-six congregations.

"The Associate Church, like the Reformed Presbyterian Church, grew largely by additions from Scotland and the north of Ireland. Finally, these two branches of the church in America decided to unite their forces, and in June, 1782, as a result of the union of the Reformed Presbyterian Church and the Associate Presbyterian Church there was brought into existence the Associate Reformed Presbyterian Church of America.

Unionists and Separatists

"It was fondly hoped that the union of 1782 would result in one church but it produced three. The Associate Reformed Presbyterian Church, product of the union, made commendable progress. But a small portion of ministers and elders of the Associate Presbyterian Church refused to enter the union and preserved the Associate organization. It grew in a remarkable

way. Some members of the Reformed Presbyterian Church also declined to participate in the union. The organization which they effected has been perpetuated to the present day and is popularly known as the Covenantor Church.

Associate Reformed Presbyterian Church
1782-1858

"The new organization began its formal career October 31st, 1782. Re-arrangements resulted in the establishment of a synod and three presbyteries, the latter embracing New England and New York, Eastern Pennsylvania, and Western Pennsylvania. By 1802 there were four synods and eight presbyteries. The membership was scattered over a wide area, stretching from New York to the Carolinas and to Ohio.

"It is not easy for us to realize how rough and crude and character testing was much of the pioneer life of that period. Mr. Roosevelt, in that wonderfully interesting work, "The Winning of the West," says: "That these Irish Presbyterians were a bold and hardy race is proved by their at once pushing past the settled regions, and plunging into the wilderness as the leaders of the white advance. They were the first and the last set of immigrants to do this; all others have merely followed in the wake of their predecessors. But indeed, they were fitted to be Americans from the very start; they were kinsfolk of the Covenantors; they deemed it a religious duty to interpret their own Bible, and held for a divine right the election of their own clergy'.

"The Associate Reformed Church for a number of years was considerably troubled with dissensions. The Synod of the Carolinas seceded and still carries on its work under the name of the Associate Reformed Church of the South. The Londonderry Presbytery of New England also withdrew and later entered the Presbyterian church. Finally there was a division into two synods, the Synod of New York and the Synod of the West. These two came together in harmonious affiliation in 1855.

"The Associate Reformed Church was quite emphatic in its expression of the need of moral uplift. It took advanced ground on the slavery issue and the temperance question and other matters involving human welfare.

Associate Presbyterian Church--1782-1858

"Against the union of 1782 certain Associate brethren protested and proceeded to organize the Associate Presbytery of Pennsylvania. Their comrades in Scotland were in hearty sympathy with them and during the next few years sent them a number of ministers to aid them in extending their work. At Philadelphia, in May, 1801, the Synod was constituted with the four presbyteries of Cambridge, Philadelphia, Chartiers, and Kentucky. In 1803 the Presbytery of the Carolinas was added.

"The Associate Church was very pronounced in its deliverances against human slavery. This resulted, after a few years, in the withdrawal of the Presbytery of the Carolinas. There were also official proclamations against the manufacture, sale

and use of intoxicating liquors. It should be remembered that this was in a day when the bottle that inebriates was passed quite freely, even in the society of ministers of the Gospel.

"Foreign missionary work was undertaken by this church in the Island of Trinidad in 1842. The work did not prosper, because of unfavorable conditions, and after a time the work was transferred to the Free Church of Scotland. Work was then begun in Sialkot, India. The abundant blessing of God was upon this work, and when the union of 1858 was consummated, it became a part of the foreign missionary enterprise of the United Presbyterian Church.

"Any one who studies this period of the history of the Associate Church must be impressed with the sturdy character of its membership. It was a membership composed of men and women exceedingly strong in their convictions; who were ever ready to give reasons for the faith that possessed them; and whose lives forcefully illustrated the righteousness that is developed through strong trust in God. To this vigorous church belongs the honor of founding Xenia Theological Seminary and Westminster College.

The United Presbyterian Church
of North America

"The United Presbyterian Church was formed in 1858 by the union of the Associate Reformed Presbyterian church and the Associate Presbyterian Church." 2

By this time no doubt the reader will be impressed with the complicated aspect of the origin of United Presbyterians. As a review before proceeding further, it might be well to take a look at Chart 2 on the next page which graphically endeavors to present the genealogy of the United Presbyterian Church in simple form.³

The Associate Reformed Presbyterian Church and the Associate Presbyterian Church were "with very unimportant differences, identical in their beliefs and practices. The desire for union was expressed by many earnest souls. The first suggestion looking toward this 'Consummation devoutly to be wished' is said to have been made in 1820. There was a conference in Pittsburgh in 1838, attended by delegates from the Reformed Presbyterian Church and the Associate Reformed Church. The subject of union was discussed and the brethren enjoyed themselves to such an extent that they resolved to meet again to discuss the pleasant theme. To the conference of 1842 the above mentioned churches sent delegates, as did also the Associate Church. At first the prospects of union of the three churches seemed promising. But differences arose and matters became more and more complicated. There were nine annual conferences. Of course, many speeches were delivered and there was much indulgence in that indoor pastime which is known as verbal hair-splitting. Finally, in 1848, the annual conference idea was abandoned and the Reformed Presbyterians gave up the quest for

³ Ibid, W. E. McCulloch, XVI; having been prepared by Rev. J. W. Ashwood, D. D., Greeley, Colorado.

I. IN SCOTLAND

Protestant Victory
"Confession of Faith"
John Knox, 1505-1572

Scotch Church
1560 Agitations 1580
Covenants

The National Covenant

Revolution Settlement

"Westminster Confession
of Faith, 1647"

1643 "Solemn League and
Covenant"

1688 Est. Pres.
Church

Ebenezer
Erskine
"Seceders"

Associate
1733

Establish-
ed

Ref. Presbyterian
1743

"Covenanters"
"Cameronians"

ATLANTIC OCEAN

II. IN THE UNITED STATES

Two Ministers
Presbytery 1753

Associate

Reformed Minister 1752
Presbyterian Presbytery 1774

Two Ministers
Synod 1800

Associate

Assoc. Reformed
June 15, 1782

Ref. Presby-
terian

Only laymen
at first Pres-
bytery 1798
Synod in
1823

Assoc.

U. P., May
26, 1858

A. R.

Ref.
Pres.

Ref. Pres.
N. S.

Chart 2--Genealogy of the United Presbyterian Church as
prepared by the Rev. J. W. Ashwood, D. D., Greeley,
Colorado.

union. Members of the other two bodies, however, clung to the fond hope and in 1856 the Associate Church proposed a Basis of Union. The next year the Associate Reformed Church adopted the proposed "Basis" and it was with most earnest expectation that members of the two churches awaited the meetings of the Synods in 1858.

"Two notable conventions of a distinctively spiritual nature preceeded a vote of the action on union. The first met in Xenia, Ohio, March 24th, 1857; and a similar convention was held in Dr. Rodger's Church, Allegheny City, Pa., May 17, 18, 19, 1858.

(It seems evident that the two above named conventions had much to do with reconciling differences in the two churches and strengthening the desire for union on the part of the members of the two churches concerned).

"So following closely after the Allegheny City Convention came the meetings of the two Synods; that of the Associate Reformed Church in Allegheny City, that of the Associate Church in Pittsburgh With hearts overflowing with joy, and with glad, enthusiastic voices both bodies voted to join their forces in the service of their Lord.

"A vivid description of the union is given in Dr. Harper's chapter on the "Consummation of the Union of the Associate and Associate Reformed Churches, at the City Hall, on Wednesday, May 26th, 1858. Everything leading up to the supreme event

partook of the dramatic. The two processions formed promptly at 10 A. M. Across the Allegheny River came the men of the Associate Synod and two by two, as real soldiers of the Cross, they marched to Old City Hall. The historic auditorium was literally filled to overflowing. Dr. Joseph T. Cooper led in prayer. Then Dr. D. C. McLaren announced the verses of the one hundredth Psalm. A number of addresses were delivered and a number of Psalms were sung.

"Then followed the formal ceremonies of union. Dr. James T. Pressly of Allegheny City was elected Moderator. Dr. Pressly said: 'Suffer me to render thanks to God that my life has been spared to see the union consummated, for which I have labored for twenty-two years, and permit me to render thanks to you for the unexpected honor of presiding over the first meeting'.

"It was moved 'that the Synod of the United Presbyterian Church do now adjourn to meet in Xenia, Ohio, on the third Wednesday of May, 1859, at 7 o'clock P. M. Carried'".⁴

Doctrine

"The United Presbyterian Church accepts the Westminster Confession of Faith and Catechisms as doctrinal standards, amending somewhat the chapters on the power of civil magistrates. In addition, by constitutional action consummated June 2, 1925, it adopted a Confessional Statement made up of 44 articles. This statement contains the substance of the

⁴ Ibid, W. E. McCulloch, pp. 32-38.

Westminster symbols, together with certain present day convictions of the United Presbyterian Church. It takes the place of the Judicial Testimony of 1858, and wherever it deviates from the Westminster Standards its declarations prevail. The most noteworthy modifications of the older creedal positions held by the church are the restriction of divorce to marriage unfaithfulness (willful desertion no longer being recognized as a valid cause for divorce), the unequivocal avowal of universal infant salvation, the extension of sacramental privileges to all who have professed their faith in Christ and are leading a Christian life, the withdrawal of any protest against secret oath-bound societies, and the abandonment of the exclusive use of the Psalms in worship. The church maintains its insistence on the plenary, verbal inspiration of Scripture as the rule of faith and practice and takes a strongly conservative stand on all the theological issues of the day. Stress is placed on the old pillar doctrines of grace, wherein are affirmed the sufficiency and fullness of the provision God has made for the need of a fallen race, through the atoning work of Jesus Christ, the eternal and only-begotten Son, and the renewing and sanctifying power of the Holy Spirit. Echoing its associate forefathers in Scotland, the United Presbyterian Church teaches that the Gospel contains a free, unlimited offer of salvation to all sinners alike. With regard to the social order, it is definitely asserted in the Con-

fessional Statement that a primary duty of the church is to give positive witness that the Christian principles of justice and love should have full expression in all relationships whatsoever--personal, industrial, business, civic, national, and international." 5

Organization

"In organization and government the church is in accord with other Presbyterian bodies. In the church organization there are the two phases--Ecclesiastical, and Civil; the one having to do with the more strictly spiritual, and the other with the temporal aspects of the church's life.

"The Ecclesiastical organization arranged in order of ascending importance is made up of: 1. Session; 2. Presbytery; 3. Synod; 4. General Assembly.

"The Session under the direction of the Presbytery and presided over by an ordained minister appointed by the presbytery may be organized into a congregation by the election of two or more ruling elders.

"The second court of the church is the Presbytery. It is composed of a number of congregations within a contiguous geographical area, the boundaries being fixed by the Synod. The court of the Presbytery is a representative body, consisting of all the ordained ministers who are members thereof, together with one elder from each congregation within its bounds, chosen by the Session. The presbytery is the first

5 Religious Bodies, 1926, Vol. II, "Separate Denominations", p. 1160, U.S. Dept. of Commerce, Bureau of Census, Washington, D. C.

court of appeal above the Session, and it may upon proper presentation, review decisions rendered by Sessions in cases of discipline.

"The Synod is the next court of the church above the Presbytery. It consists of all the ministers on the rolls of its constituent Presbyteries, together with a duly commissioned elder from each congregation or pastoral charge within its bounds. If the territory included is large, the General Assembly may authorize a synod of delegates from the constituent Presbyteries and determine the ratio in which such delegates shall be chosen.

"One-fourth of the ministers of a Synod, if from two or more Presbyteries, convened at the time and place appointed, together with at least four commissioned ruling elders, shall be a quorum for the transaction of business.

"It belongs to the Synod to receive and act upon issues coming before it by complaint, appeal, or reference, its decisions being final in all cases which do not affect the doctrine of the Church, the regularity of proceedings, or the interpretation of law:--to organize, disorganize, unite, or divide Presbyteries; to take measures for the promotion of vital piety and the support and enlargement of mission work within its bounds'--Book of Government and Worship.

"The General Assembly is the supreme judicial, legislative, and administrative Court of the Church, and it may deal

with, and dispose of, any matter which may arise and which is not provided for in the rules of the church or its forms of procedure. The Board of Trustees of the General Assembly is the legal corporate body through which the Assembly transacts certain lines of its business. The Board consists of nine members who are appointed by the General Assembly. A principal function of this corporation is to serve as a "holding" agency for property which passes to the possession of the Church at large, either through the disorganization of congregations or through bequests. Undesignated funds accruing from the sale of such property is distributed to the various Boards according to the ratio of their participation in the Missionary Budget.

"The General Assembly, being the fourth and highest court of the church, and also a national body--meets annually, being representative of the Presbyteries. Each Presbytery which consists of not more than seven ministers shall be entitled to one minister and one ruling elder. Larger Presbyteries shall be entitled to send one additional minister and ruling elder for each additional seven ministers or major fraction of that number.

"To care for the temporal necessities--buildings, equipment, maintenance--every congregation shall elect a Board of Trustees. The number of trustees and their rotation in office shall conform to the requirements of the law of the State in

which they are to serve. Through its trustees the congregation shall apply to the proper civil court for a charter and become a legally incorporated body.

"It belongs to the Board of Trustees to prepare annually a budget covering all local current expense, present it to, and have it adopted by the congregation. The trustees should work in closest harmony with the Session, and shall cooperate with the elders to the fullest degree in seeking to develop the grace of giving on the part of the membership, and in leading every member to have fellowship in the support of the Gospel at home and abroad." ⁶

"Thus, ministers are peers one of another, and church authority is positively vested, not in individuals, such as bishops or presbyters, but in representative courts. The advocates of Presbyterian organization would call attention to the resemblance between its polity and the political constitution of the United States. There is manifest the principle of coordinate representative authority, by which the individual members of the church has his own share in the conduct of the church, while at the same time he recognizes not merely the headship of Christ, but the fellowship in Christ. It is this principle which has given to the system a peculiar hold wherever there has been representative government and has exerted a strong influence
 ^modifying both individualistic and hierarchical tendencies." ⁷

⁶ J. C. Pinkerton, D. D., "The U. P. Church of North America-- A Study in Organization and Operation", Pamphlet No. 22, U. P. Board of Publications and Bible School Work, Pittsburgh, Pa., April 1, 1930.

⁷ Religious Bodies, 1926, op. cit., p. 1113.

Activities and Work

The activities of the church are conducted by boards under the immediate authority of the General Assembly. These are the Boards of Administration, American Missions, Foreign Missions, Education, Ministerial Pensions and Relief, Publication and Bible School Work, and the Women's Boards, which work in close relation with the other boards of the church, reporting to the General Assembly annually.

Four of these Boards--The Board of American Missions, Foreign Missions, Education, and Board of Ministerial Pensions and Relief--are specifically termed budget boards; each board being incorporated and composed of fifteen members, none of whom receives any remuneration.

Then, "in order to form a more perfect union" between the budget boards, the Board of Administration was established in 1923 by General Assembly. The Board of Administration is to be regarded as the Boards themselves, studying the needs and activities of all the Budget Boards, and seeking to lead the church to meet its entire obligation. The members of this Board function as representative of the church as a whole, and not merely as representatives of different phases of the work of the church.

It is the Board of Administration that receives all the Budget Funds of the Church and distributes the same to the Budget Boards; according to the ratio designated by General Assembly; except that it reserves so much as is necessary to

provide for its own expense fund as allowed by the General Assembly. It receives and distributes other benevolent funds as authorized, directed, or designated. It receives and disburses the Assembly and Delegate Fund. The Board is incorporated under the laws of Pennsylvania, and its offices are in Pittsburgh, Pennsylvania. (The majority of the Boards of the United Presbyterian church, for that matter, are incorporated under the laws of Pennsylvania, and located in that state).

The Board of Foreign Missions, located in Philadelphia, has for its foreign fields Egypt, India, the Sudan, and Ethiopia. The report for 1930 shows 591 congregations and mission stations; 432 American missionaries, and 2,075 native workers; 246 organized churches; 65,627 communicants, 377 Sabbath Schools, with 29,130 scholars; 383 schools of all grades with 30,986 pupils; two seminaries with 33 students; three colleges with 1,698 students; 32 hospitals and dispensaries, treating 125,415 patients. The total amount contributed by native Christians in the foreign fields in 1931 was \$670,323, and the American church contributed \$1,240,685.51. ⁸

In 1929 the educational work of the Church in the United States was represented by 8 institutions of higher learning--2 theological seminaries and 6 colleges, with a total enrollment of 3,792 students. Of this number, 133 were seminary students in the two theological seminaries, and 400 were enrolled in the colored college for negroes--Knoxville College, Knox-

8 From Minutes of the Seventy-Second General Assembly of the U. P. Church of North America, Vol. 19, No. 3, U. P. Board of Publication and Bible School Work, 1930.

ville, Tennessee. As a consequence, the total collegiate enrollment in the remaining five church colleges--Westminister College, New Willington, Pa.; Muskingum College, New Concord, Ohio; Monmouth College, Monmouth, Illinois; Tarkio College, Tarkio, Missouri; and Sterling College, Sterling, Kansas--was 2,259.⁹

Since 1929 the two seminaries--Xenia Seminary, St. Louis, Missouri; and Pittsburgh Seminary, Pittsburgh, Pennsylvania, have merged into one--"The Pittsburgh-Xenia Theological Seminary". The enrollment of the merged seminaries in 1931 was 60. As a result of this merger, the United Presbyterian church now has seven institutions of higher learning--one theological seminary, and six colleges. In 1930 the value of property devoted to educational purposes was \$5,050,729; and there were endowments amounting to \$6,434,246.¹⁰

Under the head of philanthropic institutions in the United States, the report for 1931 shows one hospital with 2,992 patients treated; an orphans' home with 76 members, and a home for the aged with 88 inmates; property valued at \$600,000 and endowment amounting to \$50,000.

The young people's denominational organization is known as the Young People's Christian Union, which in 1931 had 1,130 societies--junior and senior; with a membership of 32,366, and which contributed \$55,154, of which \$14,707 were for missionary purposes.

In 1931 there were 1,260 Sabbath Schools with a main

⁹ Minutes of the Seventy-Second General Assembly, op. cit., 1930.

¹⁰ Minutes of the Seventy-Third General Assembly of the U. P. Church of North America, Vol. 17, No. 4, U. P. Board of Publication and Bible School Work, 1931.

school enrollment of 187,529 souls; total contributions amounting to \$432,261. In that same year there were 13 Synods and 67 Presbyteries; and a total number of 907 ministers--650 of this number were Pastors and stated supplies, 251 without charges, and 6 in transit.

As to congregations in America in 1931 there were 879; of which 114 congregations were vacant, and 765 with pastors or stated supplies. There were 595 parsonages for the ministers that on the average were valued at \$8,500 apiece.

The total membership in America in 1931 was 176,666; the total membership of the entire church at home and abroad amounting to 242,293. Total value of church property in America was \$27,064,440; total value of parsonages, \$3,412,900; and the outstanding debts on churches and parsonages, \$2,987,189. Total contributions in America including contributions of Sabbath Schools and Missionary Societies amounted to \$5,556,105, with an average per member of \$31.45. The average salary of pastors was \$2,531. ¹¹

Formation of Kansas Synod

"To the eleventh General Assembly of the United Presbyterian Church in session at Monmouth, Illinois, May 26, 1869, two petitions were presented: One from the Presbytery of Kansas, asking that the presbyteries of St. Louis, Western Missouri, and Kansas, be constituted into a distinct Synod;

¹¹ Ibid, Minutes of the Seventy-Third General Assembly, 1931.

and the other from the Presbytery of Western Missouri asking that the presbyteries of Nebraska, Kansas, and Western Missouri be organized into a separate Synod. These requests were granted in part as follows:

"Resolved I: That the petition of the memorialists for the formation of a new Synod be granted. 2. That the Synod shall comprise the presbyteries of Western Missouri and Kansas. 3. That Rev. Samuel Jamison be, and he is hereby appointed to preach a discourse and afterward constitute the Synod in question in the United Presbyterian Church, Leavenworth, Kansas, on Wednesday, September 29th, 1869, at 7 o'clock, P. M., Rev. J. N. Smith being his alternate. 4. That the Synod so constituted shall be designated "The Synod of Kansas." 12

(Such is the history of the early formation of Kansas Synod). "Expansion was rapid. Between 1858 and 1908, eleven presbyteries were formed. Consolidation has followed, however; and today there are only five Presbyteries in the Synod of Kansas--The Presbytery of Arkansas Valley, 1881; Concordia, 1878; Kansas City, 188; Oklahoma, 1904; and Texas, 1908.

"The Synod of Kansas was organized in 1869 under the direction of the General Assembly of the United Presbyterian Church. Yet eleven years previous, February, 1858, the first congregation was organized at Berea, Kansas, by Rev. J. N. Smith of the Associate Church. The second was in Leavenworth, Kansas, on May 1, the same year, by Rev. B. L. Baldrige, of

12 Rev. F. M. Spencer, D. D., "A Short History of the U. P. Synod of Kansas for the Past Fifty Years", pp. 147-148, Minutes of the Synod of Kansas, U. P. Church, Fifty-first Annual Session, Manhattan, Kansas, Sept. 30, Oct. 2, 1919.

the Associate Reformed Church. These were both organized before the union of the two churches which took place in Pittsburgh, Pa., on the 26th of May, 1858.

"The first organization of a United Presbyterian congregation was that of Americus, which was organized March 15, 1859, and the second, that of Garnett, October 17, 1859.

"A careful examination of presbyterial records reveals the fact that there have been recorded the names of 169 congregations upon the rolls, not counting the Presbytery of Colorado, now outside of the Synod. 13

According to the last report, 1931, there were but 45 congregations in the Synod of Kansas, with a membership of 6,227. In 1869 there were only 970 members. Moreover, the sum total of contributions in 1931 amounted to \$155,920 in comparison to only \$12,670 in 1869. Moreover, from records, it appears that there were 26 ministers in the Synod of Kansas at its time of organization, 1869; while in 1931, fifty-eight ^{now} are listed. There are not as many congregations in Kansas Synod as in 1869-1908--yet what congregations there are contain a much greater membership. 14

Educational Institutions

"The Synod of Kansas has sponsored five colleges up-to-date. As a child of the Synod of Illinois, it naturally and rightly followed that the Synod should share in the support and management of Monmouth College. This relation continued for about fifteen years, the Synod of Kansas being represented on the

13 Ibid, pp. 149-152.

14 Minutes of Seventy-Third General Assembly, op. cit., 1931.

Board of Management, and annual reports being made to the Synod by the President of Monmouth College.

"The first definite attempt to establish a college within the bounds of the Synod of Kansas was made at Greenwood, Missouri. Rev. Randall Ross was the projector. However, from the first, it was doomed to failure, for two reasons: It was founded on ex-slave territory and surrounded by a people not in harmony with United Presbyterian customs and principles. Then its name--Lincoln--did not commend it to the people of that part of Missouri.

"The Synod of Kansas retained a more or less loose connection with Lincoln College until 1904, when Cooper (Sterling) College, received from the Trustees of said college the net proceeds of the sale of the property amounting to \$861.35.

"As early as 1871, Garnett Presbytery attempted to help support Garnett College, Garnett, Kansas. But it appears that the financial straits of 1874 and 1875 (the grasshopper years) caused suspension of the work at Garnett.

"The Synod of Kansas had more to do with the organization of Tarkio College than had any other Synod. At its meeting at North Cedar, Kansas, September 30th, 1884, the Presbytery of College Springs having asked the Synod to unite with it in the management of Tarkio Valley College, the following resolution was adopted:

"Resolved: That the Synod of Kansas does hereby agree to unite with the Presbytery of College Springs in the management

of Tarkio College. 2. That this agreement is made with the understanding that if, at any time, in the judgment of the Synod of Kansas, another college should be established in the bounds of said Synod, it shall be free so to do." Thus, the Synod of Kansas was the only synodical body having the care of Tarkio College at its inception. In 1886 the Synod of Iowa assumed joint control of Tarkio College.

"This relation continued until 1889. At that time, the Synod of Kansas adopted the following resolution: 'Resolved, therefore, That the clerk of Synod be instructed to notify the Board of Directors of Tarkio College, that the Synod of Kansas has withdrawn from the management of that college in accordance with the agreement entered into at North Cedar, October, 1884'.

"Fifth in the procession comes Cooper College--now known as Sterling College. As early as 1879, Dr. F. M. Spencer at the Synod of Kansas which met in Leavenworth, September 23-25, offered this amendment to the report of the committee on education:

"Whereas, the interest of our church in this Synod, if we would maintain our position among sister denominations, demands in the near future, a vigorous collegiate institution in some central position, Therefore, Resolved, That a committee consisting of one from each Presbytery be appointed to give this matter due consideration." 15

15 Rev. F. M. Spencer, D. D., "A Short History of the U. P. Synod of Kansas for the Past Fifty Years", op. cit., pp. 158-162.

"The committee was duly appointed, but no definite report was made until 1886, when the committee through its chairman, Rev. J. O. Campbell, presented the following proposition from Sterling, Kansas:

"We the undersigned commissioners of the Sterling Land and Investment company would respectfully report and make proposition to the Synod respecting the location of a Synodical College.

"The Company which we represent asks Synod to locate a college at Sterling, Kansas, and as an inducement to do so offers a site of ten acres on North Broadway, and a college building costing not less than \$25,000, to be owned and used by the United Presbyterian Church of North America, for college purposes; the erection of this building to commence this fall; and to be ready for school by the first of September, 1887; provided Synod will raise an Endowment of \$25,000. '--Signed, J. O. Campbell; J. O. Stowe; R. J. Thompson. 16

It was agreed to accept the proposition from Sterling, "provided five years be given to raise the stipulated sum", and as a result the following contract was attested to by both parties of the agreement:

Contract

Sterling, Kansas,
Oct. 22, 1886.

"The proposition of the Sterling Land and Investment Company to the Synod of Kansas of the United Presbyterian Church of North America:

"The Sterling Land and Investment Company of Sterling, Kansas, agree to give a site of ten acres on North Broadway, Sterling, Kansas, and to erect thereon a college building to cost not less than twenty-five thousand dollars (\$25,000), which building they agree to have erected, completed, and ready for occupation by the first of September, 1887; in and for consideration that the Synod of Kansas, upon its authority and by its authorized agents or representatives, locate the college on the aforesaid proposed site, and operate and maintain the same, and raise an endowment fund of twenty-five thousand dollars (\$25,00) within five years from date.

"The Synod of Kansas, by its official action at its regular meeting in Olathe, Kansas, October 7th, 1886, accepted the above proposition, and appointed authorized agents with full power to carry out the intent of its action in this matter. The Synod of Kansas, by its authorized agents, agree to locate the Cooper Memorial College on the site proposed by the Sterling Land and Investment Company hereinbefore mentioned, and in and for the consideration of the donation of the aforesaid college site, and a building thereon erected by them not to cost less than twenty-five thousand dollars (\$25,000), and to be completed by the 1st of September, 1887, further agree to raise an endowment fund of twenty-five thousand dollars (\$25,000) within five years from date for the said Cooper Memorial College, and to operate and maintain and control the

said college from and after the 1st of September, 1887.

J. H. Ricksecker, President,
S. L. & I. Co.

Seal of W. H. Page, Secretary
S. L. & I. Co.

College Committee:

Authorized agents of the Synod of
Kansas of the United Presbyterian
Church of North America.

J. O. Thompson, Chairman
H. T. Ferguson,
J. L. Acheson,
J. O. Stow. 17

"It should be noted here that the Sterling Land and Investment company entered into the contract with Kansas Synod because the Company was interested in the improvement of the town of Sterling. And said company would doubtless never had made the offer had it not been for E. B. Cowgill, local editor of the "Sterling Gazette", and former Professor at Kansas Agricultural College, Manhattan--who first suggested the founding of a college. At this, Mr. J. O. Stow immediately moved that the offer be made to the United Presbyterian Church. It was carried; so thus two separate movements were merged into one.

"The Sterling Land and Investment Company performed its part of this contract faithfully, and the Synod also completed the work of raising \$25,000 within the five year period (or at least that amount was subscribed on paper--some of which was never paid). So at the end of five years, as per contract, the building and the ten acres of ground became the property of the Board of Trustees elected by the Synod.

The original charter was given under the seal of the Secretary of the State of Kansas, October 30, 1886, and incorporated under the name of "Cooper Memorial College" in honor of the 17 Cooper Memorial College Bulletin, "History", No. 2, p. 21: 1889.

Rev. Joseph Cooper, D. D., Professor in the Allegheny Theological Seminary, and deceased a short time previously." 18

Then ensued the trying days. The building was not ready for occupancy at the time of beginning of the school year, 1887-1888, and the opening of the college was postponed until November 1, 1887. At that time the four recitation rooms on the floor above the basement were ready, but the workmen were still busy in the building. When they left, the first floor was finished and the chapel so that it could be used; but the basement and all but the first floor and chapel, only had the bare brick or stone walls finished. Such was the early equipment of Sterling. Moreover, nothing had been done toward furnishing the rooms for teaching. There were no tables, stoves, fuel, etc. So as a consequence, the first money received on tuition had to go in payment for the necessary furniture. The janitor and wife lived in the building and he was paid \$30 per month. But after two or three months, it was found that the janitor was the only one of those employed who was receiving any pay. Two of the teachers, Professor Wilson and Porter, proposed to the trustees that they take over the janitor work and save in expenses, and the proposition was accepted. 19

College Presidents

Professor A. M. Porter acted as President for the first two years as well as teaching classes in mathematics. But with the beginning of the third year, the first President, Dr.

18 Dr. F. M/ Spencer, "A Short History of the U. P. Synod of Kansas for the Past Fifty Years", op. cit., p.163.

19 Facts as gleaned from reading early college records, and as contributed to the author by a personal letter from Professor S. A. Wilson, Head of Ancient Languages, Sterling College.

F. M. Spencer, assumed his duties as executive, which office he faithfully performed for twenty years, 1889-1909. Previous to 1889 Dr. Spencer had served Muskingum College, New Concord, Ohio, as President for seven years. And until his death, February 7, 1930, he was President Emeritus of Sterling.

At a called meeting, August 30, 1909, the College Senate elected as President to succeed Dr. Spencer, Rev. R. T. Campbell, D. D., at that time President of Amity College, College Springs, Iowa. President Campbell accepted the position but continued to serve Amity College until May 10, 1910, at which time he assumed charge at Cooper. (For the year 1909-1910, Professor Talmon Bell, Vice-President, was made Acting President). President Campbell is still acting in his official capacity as President, so there have been only two Presidents of Sterling in the forty-five years of its existence.

Change in Names

"Sterling was incorporated under the name of "Cooper Memorial College". On August 4, 1909, the name was changed to "Cooper College", and approved by the State of Kansas, November 16, 1911. Under this name the college won a place among the standard colleges of the state; but in recognition of the loyalty and liberality of the people of Sterling and vicinity, the Board of Trustees at their annual meeting on November 4, 1919, voted unanimously to change the name to "Sterling College", same to take effect at the issuing of the next annual catalog in June, 1920." 20

20 Bulletin of Sterling College, "General Information", Vol. 27, No. 99, p. 12, May, 1923.

The Progress in Forty-five Years

During Dr. Spencer's Presidency the unfinished building first occupied was completed; the \$25,000 endowment required to secure the property to the Synod was not only raised but nearly trebled; the equipment and teaching force was increased, and the college was recognized as entitled to yearly contributions from the United Presbyterian church through its Board of Education. The collegiate enrollment increased from 0 the first year to 55 in 1909, or an increase of 5,500%.

During Dr. Campbell's administration Sterling College has been fully accredited by the Kansas State Board of Education, the North Central Association of Colleges and Secondary Schools, which is the highest standardizing organization of the central west, and the Association of American colleges. Sterling graduates are admitted to any graduate school on official transcript from the college. In addition, the campus has been enlarged and beautified; three new buildings--Spencer Hall, Wilson Gymnasium, and Campbell Hall have been erected; a home for the President and other residences purchased, and the endowment and endowment credits have been increased to \$704,784. During Dr. Campbell's tenure the collegiate enrollment has increased 225%.

Curriculum Development

The thirty students enrolled in Sterling College the first year of its existence were all preparatory students;

so naturally the first courses of study were of a preparatory nature. In the first catalogue, however, are listed courses both preparatory and collegiate in the following: Classic, Normal, English, and Business. (A department of music was also provided).

The preparatory curriculum was a great drawing card for Sterling in the early formative years as only the larger cities provided high school training. The year 1902-1903 marks the turn of the tide when college department enrollment exceeds that of the preparatory department for the first time. After the year 1926, the preparatory department was discontinued; enrollment the final year being only three.

In the early days the addition of a commercial department was also a great drawing card to enrollment; as a consequence, the curriculum of that day devoted much attention to the commercial aspect of life. But by 1911 the commercial department also had passed out of existence.

So one sees that the curriculum of the college has kept pace with the times. In the early days there was a need for both a preparatory and a commercial training, and Sterling endeavored to supply this need; but just as soon as the high schools and business colleges became established, the preparatory and commercial courses were dropped.

A distinct and separate Normal Department is noted in the course of study almost from the beginning until 1911 when

instruction in Normal training took the form of an Education Department in the college.

Since 1915 the curriculum of Sterling has met the standardization requirement of the Kansas State Board of Education. At the time of this survey, 1931, in addition to the College of Liberal Arts at Sterling, there are the Allied departments of art, music, and speech.

The curriculum of the college department is made up of seven groups: Group I--Ancient and Modern Languages and Literature. Group II--Biblical and English Literature. Group III--Mathematics and Astronomy. Group IV--Biological and Physical Sciences. Group V--History, Political and Social Sciences. Group VI--Philosophy, Psychology, and Education. Group VII--Home Economics, Speech, Art, and Music.

Before the beginning of the junior year the student should have completed sixty hours chosen from the list of courses open to freshmen and sophomores; and at least five hours must be offered from each of five of the seven groups.

The academic requirements are: 1. English Composition, 6 hours; 2. Literature (English or American), 5 or 6 hours; 3. Physical and Biological Sciences, 10 hours; 4. Ancient or Modern Language, 2 years; 5. Bible, 8 hours; 6. Physical Training, 4 hours.

Two degrees, the bachelor of arts and the bachelor of philosophy, are now granted. Diplomas in music, art, and ex-

pression are also awarded. A student who is a candidate for the bachelor of philosophy degree is not required to offer foreign language credit for graduation, but he must complete a major and two minors.

After meeting group requirements, academic requirements, and major and minor requirements the remaining credits necessary to make up the 120 hours required for a degree may be selected from any department with the limitation that not more than a total of 30 hours from the allied departments may apply toward graduation.

The curriculum is so arranged that pre-medicine, pre-law, pre-engineering, and pre-ministerial training is offered. Forty of the last sixty hours must be chosen from courses for juniors and seniors, and twenty-four of the last thirty, or fifty of the last sixty hours must be taken in residence.

By actual count the curriculum is composed of 224 different courses. The total number of hours offered is 634. In other words, at the regular rate of yearly advancement in college, it would take almost six years of time to complete the entire curriculum. ²¹

Organization and Control

Since 1887, there have been a few changes in the organization and control of Sterling. "The original charter provided for a governing body known as the Senate, to consist of a Board of Directors and a Board of Trustees. The Board of Trus-

21 Facts concerning the present curriculum at Sterling College were taken from the Sterling College Catalog, "Requirements for Admission and Graduation", pp. 46-56, Vol. 36, No. 1, May, 1931.

tees were elected annually and had charge of all real estate and other property owned by the college. The charter members of this Board were the same as charter signers. On the other hand, the Board of Directors had charge of the educational work of the college. It was composed of sixteen members, elected biennially."²²

Then, in 1911 a new charter was granted to Sterling, and the two boards which at first constituted the Senate ceased to have separate duties and formed one Board of Trustees. (See Chart III).

General supervisory oversight of Sterling College is delegated by the General Assembly of the United Presbyterian Church to the United Presbyterian Board of Education, with offices in Chicago, Illinois, but as according to the charter of Sterling College: 'The supreme control of this corporation (Sterling) shall be vested in the Synod of Kansas of the United Presbyterian Church of North America which body, however, may extend to any Synod or Presbytery of the United Presbyterian Church the right to cooperate in the election of Trustees, as hereinafter provided, and thus to participate in the general management, support and control of Sterling College.'

"The immediate control shall be vested in a Board of Trustees composed of the President of the college and eighteen additional members who shall be elected by the Synod of Kansas; as hereinafter provided. The Board of Trustees thus constitut-

22 Dr. F. M. Spencer, D. D., "College Reminiscences, p. 16.

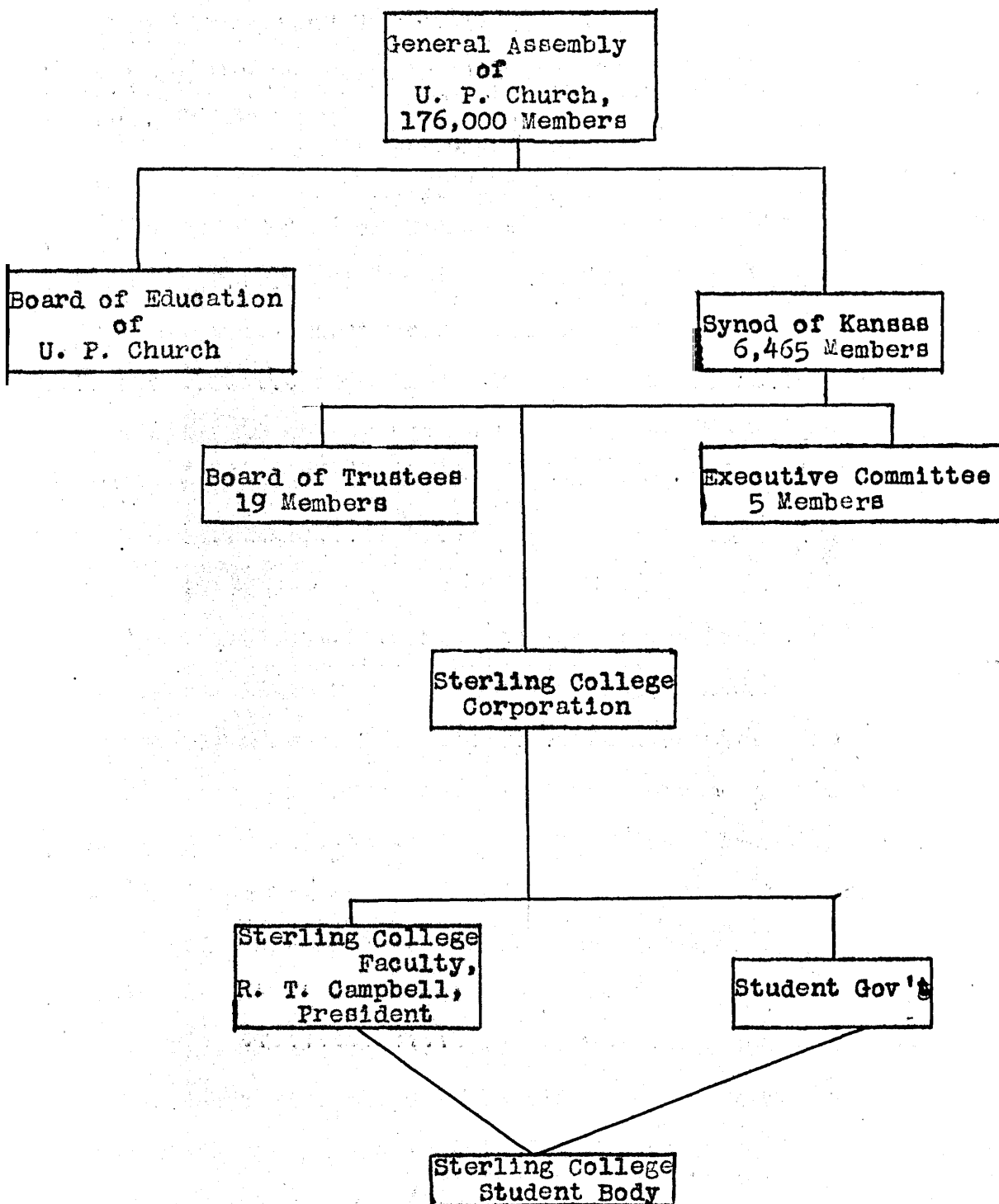


Chart 3--Organization and Control of Sterling College, Sterling, Kansas.

ed shall make and ordain rules and by-laws for their own government not inconsistent with this charter nor with the constitution of the United States nor of the State of Kansas." 23

Thus the control and management of Sterling College is vested in a Board of Trustees of nineteen members. And of the Board of Trustees, "an executive Committee of five is elected at each annual meeting to have the immediate oversight of the college in the interim of the meetings of the board. To this committee is entrusted the oversight of the buildings and grounds. This committee meets regularly on the first Tuesday of each month." 24

Campus

An attractive campus is a great drawing card to either a small college or a great university. Sterling College possesses a campus of 35 acres with five blocks facing the main street of town, Broadway. The services of Professor Ahearn of the State Agricultural College, Manhattan, were secured to work out a blue-print of Sterling College campus as it will appear when entirely completed.

Marks of Christianity

Both the author and the informed reader would expect a denominational college to be different in some ways from a university or public institution not governed by a religious body.

It would seem that Sterling College is a typical denominational college. Chapel exercises are conducted four times

23 From Charter of Sterling College, "Control--Article III", published in Minutes of the Synod of Kansas, 63rd Annual Session, Hutchinson, Kansas, Oct. 13, 14, 1931, p. 41.

24 Sterling College Catalog, Vol. 36, No. 1., op. cit., p. 7, 1931.

a week--Wednesday being devoted to meetings of the Y. M. C. A., and the Y. W. C. A. Attendance is compulsory. It is also expected that the students will at least attend Sabbath School and church on the Sabbath. Organizations in addition to the Y. M. C. A., and the Y. W. C. A. which are found at Sterling College, and which tend to develop the religious nature of the student are the Life Service Group, and Volunteer Band which are composed of those students who propose to enter some form of definite Christian service as a life vocation. Then, there is the Consecration Circle made up of all students who pledge themselves for definite Christian influence and service whatever their occupation in life may be. Lastly, there is the men's Gospel Team which is under the auspices of the Y. M. C. A., and is composed of those students thinking definitely of the Christian ministry as their life calling.

Other Activities

Like other schools, Sterling has ever had many clubs and activities throughout the years. Two literary organizations, the Theomoron Society and the Chrestomatheons up until 1927 had annual contests in four events: Declamation, essay, oration, and debate. "The rivalry between these societies was intense and the annual contest the great event of the year. It was an honor to get a place among the contestants, and a greater honor to win a decision of the judges." 25

Then, a little later, the intercollegiate debate was a rival in interest with society contests. Like other colleges, moreover, Sterling had her football team, and "the players in

25 F. M. Spencer, "College Reminiscences, p.22.

those days who were mostly from Kansas ranches or from country homes, were brawny fellows." In the early days although the music department was not overworked, nevertheless, in 1895 the college sent out a male quartette for advertising purposes.

Up until 1931 Sterling College has ever had a football team; even winning Kansas Conference championship several times. But within the last year--1931-1932--football was abandoned, and intra-mural athletics substituted in its place. The new plan is proving successful, and the plan is to continue it.

Other organizations or associations at Sterling College other than the strictly religious are: The alumni Association; the student government association; Pi Kappa Delta, National Honorary Debating Fraternity--Lambda chapter; college membership in the state oratorical association and the inter-collegiate debating league. A school paper, the Sterling Stir, is issued semi-monthly by the students. Other clubs which are found at Sterling are the Raphael Art Club; L'Esprit; LeBonton; both men's and women's glee clubs; band and orchestra clubs--and two pep organizations--the Pepper Club for girls--and Red Birds for boys. Finally, certain of the girls are banded together in the Women's Athletic Association.

Government

One would not expect a very complex form of government in a small college, and such is the case, as the government is paternal; the president and the dean being the executors of the faculty to enforce all regulations. At Sterling "dis-

cipline tries to be firm, reasonable, and sympathetic; good behaviour and earnest application to study being considered necessary on the part of all connected with the institution." 26

CHAPTER IV

The Educational Investments of Sterling College

The contents of this chapter are devoted to the presentation of material relative to the financial investments of Sterling College throughout her existence up to the present time, 1931. Then, after a brief analysis and evaluation of data, are presented estimates of the future probably current expenses of Sterling College for the next ten years as can be estimated from past expenditures.

Before proceeding further, the terms capital outlay; annual current expenses; equipment; supplies; and total aggregate costs need clarification: 1. Capital outlay may be thought of as sums spent for the purchasing of sites, buildings, equipment, cash on hand, and endowment funds; 2. Annual current expenses represent yearly expenditures, that is, money spent during each school year for salaries, wages, and supplies; 3. Equipment consists of school furniture, library books, apparatus--all materials not consumed during the year; 4. Supplies will be considered as all things which may be worn out or used up during one school year such as fuel, interest, taxes, insurance, advertising, and repairs; 5. By combination of the figures under capital outlay with annual current expenses, the total aggregate costs are obtained.

Still another matter is in need of emphasis: In the interpretation of the financial expenditures of an institution

dating back forty or fifty years, it must be constantly kept in mind that a dollar of today may not have the same purchasing power as the dollar of a year from now; nor does it necessarily follow that the dollar of last year will be on a par with the dollar of today. All of this is due to the fluctuating value of the dollar in the world markets, and must be remembered while studying the ensuing financial reports.

Between 1890 and 1930, according to the United States Department of Labor, the dollar has varied as follows:

Fluctuating Purchasing Power of Dollar--¹
(1926 base year)

Year	Purchasing Power
1890	\$1.78
1900	1.78
1910	1.42
1920	0.648
1926	1.00
1930	1.156

Interpretation of the above figures is hardly necessary. One will immediately see that as based on 1926, the dollar of 1890 had 78% more purchasing power than the dollar of 1926. In 1930 the purchasing power had increased by 15% over the 1926 dollar. Thus, a great deal of the apparent increases in school costs may no doubt be attributed to the fluctuating value of the dollar throughout the years.

Some of the Sources of Sterling College Revenue

Like all typical small denominational colleges, the financing of Sterling College has always been more or less of a

¹ Bureau of Labor Statistics of the United States Department of Labor, "Wholesale Prices--1930", Bulletin No. 543, U. S. Gov't Printing Office, Washington, D. C., September, 1931.

worry to those in charge. Chapter III shows that ten acres of land and a \$25,000 college building were provided to the Synod of Kansas in 1887 by the Sterling Land and Investment Company of Sterling, Kansas, in consideration that the Synod of Kansas locate the college in Sterling; operate and maintain the same, and raise an endowment fund of \$25,000 within five years after signature of said contract.

The proposition was accepted, and the college opened November, 1887. It was then found that no provision had been made for furnishing the building with supplies and equipment, so as a consequence, the first money received on tuition went in payment for necessary furniture. Further, it was discovered a couple of months later, that the janitor was the only employee on the payroll, and as a consequence, the janitorial duties were taken over by two of the teachers, Professor Wilson, and Professor Porter.

Such were the state of finances the first year. Moreover, of the four teachers of the opening year--at least one, Professor Cowgill, taught without pay; and Miss Harriman, the music teacher, received no salary other than what she could earn. Professor Wilson and Porter were promised \$800 apiece, but allowed their salary to go for furnishing and took what was left at irregular intervals.

Dr. Spencer, the first president, arrived in 1889; and \$500 of his \$1500 salary was paid in compensation for his ser-

vices as a pastor by the newly organized Second United Presbyterian Church. After such a manner were the salaries of the college teachers paid for many years. In fact, only United Presbyterian teachers were eligible because other teachers could not be expected to work without assured salaries.

In reference to remitted salaries in the early critical years Dr. Spencer states, "I count that I have given to Sterling College in remitted salary and in direct gifts over \$6,000. Professor Wilson has done equally well in proportion. Other short time professors have done equally well, for the shorter time." ²

"The Rev. R. J. Thompson was the first appointed financial agent of the college, and was kept busy working on securing endowment subscriptions. Of the \$25,000 pledged by the church as her part of the contract, the greater share were in notes, and one-fourth of these notes were never paid. As a consequence, the yearly income from this source amounted to less than \$1,000, and the incidental expense account devoured a good share of this.

"From the first for a good many years the college had two treasurers--one for the Endowment Fund, and the other for the Current Fund. The treasurer of Endowment paid to the treasurer of the Current Fund all interest from Endowment, but he, himself, was handling all college loans out of the Endowment Fund." ³

2 F. M. Spencer, D. D., "College Reminiscences, p 26-27.

3 Extract of a personal letter to the author from Professor Wilson, Sterling College, relative to the early handling of finances at Sterling.

"When there was no other way, the trustees borrowed small amounts from the Endowment. It was not the right thing to do, and when after awhile we surveyed the situation, we found that it would take \$10,000 to pay that and other accumulated debts.

"A kind Providence gave a good start. Our Joe McCracken after completing his course of study in the University of Pennsylvania at Philadelphia served for a year as Y. M. C. A. Secretary in Columbia University of New York City. There he formed a close friendship with a young man of a wealthy family of New York City by the name of Marcellus Dodge. When Joe told him of our struggle out in Kansas where he had gotten his start, young Dodge made offer of a gift of \$1,000 provided that we raise the other \$9,000, and when the other \$9,000 had been raised he generously added a second thousand. . . . I am happy to be able to write today that while money has been borrowed from the endowment since that time, it has all been returned and Trustees can look good old Mr. Endowment in the face without a blink or a quaver." ⁴

But perhaps one of the most important events in the financial life of Sterling College occurred in the General Assembly of 1894, in Albany, Oregon, when the plan of giving aid to the colleges and seminaries of the church by the Board of Education, including Sterling College was formally adopted.

As writes Dr. Spencer of the important step: "At this meeting, the Memorial was referred to the committee on Educa-

⁴ F. M. Spencer, D. D., op. cit., p. 27.

tion consisting of five, three ministerial and two lay commissioners. Dr. D. A. McClenahan was chairman of the committee. I was second member. After a full discussion we agreed on the following: 'That \$20,000 be appropriated to the colleges of Westminster, Monmouth, Muskingum, Tarkio, and Cooper Memorial, and to the Seminaries of Allegheny and Xenia.

"That the Board of Education be instructed to distribute this amount as follows: Five hundred dollars to each of the seven institutions named; of the balance, two-thirds shall go to the colleges and one third to the seminaries, these balances to be distributed in proportion to the numbers in attendance in the colleges to be estimated on the basis of the number of students in the collegiate departments.

"The immediate results were not large as our number of collegiate students was but one dozen, and over and above the \$500 our portion was comparatively small. The big thing was that Cooper Memorial College by action of the General Assembly was no longer only a Synodical College. She had been adopted by the whole Church. She was one of the family of colleges. . . . The basis of distribution adopted by this Assembly continued in force for about thirty years. But as the number of collegiate students in Cooper was steadily increasing, the amount she has received has steadily grown. From this source, Sterling College now receives several thousand dollars each year." 5

5 Ibid, pp. 29-31.

Carnegie Donation

Towards the close of Dr. Spencer's administration, with the approval of the trustees, a decided effort was made to engage Mr. Andrew Carnegie's interest in putting up a proposition to the college similar to the one he was giving other institutions.

Dr. Spencer has this to say, "We had but the one building. Our small endowment did not show up well. At length I received a definite offer of twenty thousand if we would raise forty thousand. After much effort had been put forth this was done and the report was made to his secretary who had such matters in charge. It was necessary now to have our accounts looked over. When I made application for aid I had counted money, notes and annuities and old notes never very good and now worthless, which could not be counted. The offer was not withdrawn, but an additional twenty thousand was required. It was raised and the twenty thousand was received by the college, but not during the twenty years of my administration. When I resigned I was asked to remain in connection with the college as financial agent, for two years, and the period was extended to three years. The Carnegie donation was received, putting the college into much better financial condition than it had ever been." ⁶

So, the meeting of the terms of the Carnegie proposition was a long drawn out process requiring seven long years of work on the part of Dr. Spencer and of Dr. Campbell. But finally

⁶ Ibid, pp. 32-33.

Mr. Carnegie's check for \$20,000 was received July 1st, 1915, and the long sought goal was achieved.

Three other important additions were made to the college holdings during the long struggle to qualify for the Carnegie gift: 1. In 1911 the purchase of 20 acres of property for \$13,600 was authorized by the college senate. 2. A gymnasium was purchased for \$1,043.62; and the final payment was made upon a ladies hall costing in all \$5,418.40. 3. In May, 1910, a President's home was purchased for \$5,000.

The Second College Building

As an outcome of the success in securing the Carnegie funds a revived interest was taken in an additional building for Sterling. Responses were generous, and when the building was completed in October of 1919, it was named Spencer Hall in honor of President Emeritus F. M. Spencer, D. D., L. L. D., the first President of the college. The building was erected at a cost of \$70,000 and is used chiefly as a fine arts building, containing a splendid auditorium with a seating capacity of 1,800, a recital hall, fine arts studios, ten practice rooms, and the executive offices.

New World Movement

But with the erection of Spencer Hall, Sterling yet had need of more buildings and of a larger endowment. And as if in answer to her prayer, there was launched in the United Presbyterian church a five year campaign to raise money for the

various Church purposes officially designated as the New World Movement. All five church colleges of the United Presbyterian Church benefited by this movement; but some benefited financially far more than other of the sister colleges; as the money was proportioned to the five colleges by the department of education of the Church on the basis of collegiate enrollment as decided upon by the Albany, Oregon, General Assembly of 1894.

Sterling's share in the N. W. M. was next to the smallest on account of the size of her collegiate enrollment, yet the New World Movement was the salvation of Sterling College even though she suffered in distribution of funds. Sterling received as her share from the New World Movement, \$174,189; and of this amount, \$131,782 went into buildings and equipment to meet standardization requirements. ⁷

Wilson Gymnasium and Campbell Hall are the two particular buildings the New World Movement made possible: Wilson Gymnasium was named in honor of Professor S. A. Wilson who has been with the institution from the beginning. The building was erected in 1920 at a cost of \$50,000. It is an attractive building; is modern, and contains offices, showers, lockers, and a basket ball court, 40 ft. by 80 ft., with a seating capacity for 1000 people. This building when completed will contain a swimming pool, 20 ft. by 60 ft., together with all modern equipment.

7 Minutes of the Synod of Kansas, "Report of Sterling College", Fifty-Seventh Annual Session, p. 8, October 13-14, 1925.

Campbell Hall, the dormitory for girls, is one of the most beautiful buildings of its kind in the state. It is a commodious four-story building. The first floor contains the college cafeteria, kitchen, laundry, and banquet hall. On the main floor are the reception hall and library, three parlors, suite of rooms for the matron, and fifty-four rooms for girls. The fourth floor is one large sleeping porch containing ninety beds. This affords sleeping quarters that are both hygienic and comfortable. It has been named in honor of President R. T. Campbell, and was completed in 1925 at a cost of \$75,000.

Half Million Dollar Campaign
and
Admission to North Central Association
of Colleges

But Sterling's troubles were not over in 1925 with the close of the New World Movement. The next goal of achievement in order to be admitted as a member of the North Central Association as a standard class "A" college was the matter of adding \$250,000 to the endowment.

In 1926 the one-half million dollar campaign was on in earnest. Faculty and students pledged \$25,000. A local campaign was put on in Sterling in July of the same year which netted \$56,000. Other gifts from alumni and outside friends brought the amount to \$100,000. But yet \$400,000 remained to be raised, so the campaign committee proposed to raise \$50,-

000 from the alumni; \$50,000 from the Synod of Kansas, and \$100,000 from Sterling and community.⁸

The campaign committee of Sterling College was not disappointed, for on March 14, 1927 through prayer and the support of all the organizations connected with the college; not least of which were the pastors and sessions of the Synod of Kansas, the books were closed with a paid-up endowment and endowment credit equal to \$551,400.⁹

Sterling College had met the requirements for membership in the North Central Association of Colleges and was admitted at the meeting held in Chicago, Illinois, on March 14, 1928. The college at that time had an endowment and endowment credit equal to \$565,000. But admission into the North Central Association was but for one year, and continued membership was conditioned upon adding a department of biology and upon making some additions to the library and science departments.

By 1929 the conditions as laid down by the North Central Association of the previous year had all been met with the exception of faculty standards--the faculty being rated as only 46% efficient. However, Sterling College was continued on the accredited list subject to re-inspection in 1930 largely on account of the fact that \$205,000 had been added to the endowment since 1928. Sums added during 1928-1929 were as follows: Arbuckle Estate, \$150,000; The Trust Fund in Union National Bank, \$50,000; J. M. Stewart, \$2,000; Mrs. Keller,

⁸ Minutes of Synod of Kansas, "Report of Sterling College," Fifty-Eighth Annual Session, pp. 10-11, September 7-8, 1926.

⁹ Minutes of Synod of Kansas, "Report of Sterling College," Fifty-Ninth Annual Session, pp. 7-8, August 30-31, 1927.

Annuity, \$2,000; and Mrs. Collingwood, Annuity, \$1,000. (Besides these sums, \$25,000 was still due from the Arbuckle estate, and \$10,000 from the estate of Mrs. Yocum, which was being handled by the Trust Fund of the Union National Bank).¹⁰

At the North Central Association meeting in Chicago in March, 1930, the North Central Association approved Sterling's faculty standards, and Sterling College was continued on the accredited list for another year.

In 1931 the college was not inspected; but was told to present her first triennial report as to the condition of the college at the close of 1931.

Meanwhile, at the close of the 1930-1931 season, inter-collegiate athletics were abolished at Sterling College by action of the college board. Not on account of any irregularities found in the athletic proceedings, but on account of a rather large athletic indebtedness which had accumulated over a period of several years.

(Perhaps it was well enough to have changed to an intramural program. Especially in light of the fact that the North Central Association since the issuing of the 1929 Carnegie Foundation report on the status of athletics in the United States had adopted the policy of prying very thoroughly into the condition of athletics among schools on its accredited list.)

Certainly, the abandonment of athletics at Sterling College has not harmed her standing with accrediting agencies.

¹⁰ Minutes of the Synod of Kansas, "Report of Sterling College", Sixty-first Annual Session, p. 14, August 21-23, 1929.

The institution is still accredited by the North Central Association of Colleges and has not been dropped for a single year since admission in 1928. Moreover, financially speaking, Sterling College faces the future with assets amounting to \$704,784.

Financing Current Expenses since 1925

The struggle to gain recognition by the North Central Association has necessitated the adoption of a much larger yearly budget by Sterling. As the standards of teachers were raised, so also have the salaries. As a consequence, the receipts of Sterling College soon became inadequate to meet the yearly expenditures; and deficits have become the order of the day.

To meet this situation there were several alternatives: Sterling soon found that her tuition price of \$2.50 per semester hour as levied in 1925 must be raised to \$3 per semester hour for 1926. In 1927 the tuition per semester hour was raised to \$4, and in 1928 to \$5 per semester hour where it remains at the present writing. But still the deficit mounted.

In September of 1926, Sterling College had an accumulated deficit of \$62,979. But the next year, August, 1927, by use of certain of the New World Movement funds, the entire debt was paid. ¹¹

The Sterling College income was and is yet too small for expenditures, especially in times of depression when the rate

¹¹ Minutes of Synod of Kansas, "Report of Sterling College," Fifty-Ninth Annual Session, p. 9, August 30-31, 1927.

of interest from endowment funds is cut heavily. As a result, the college has gone in debt a little deeper each year since 1927 until the institution faced the school year 1931-1932 with a bonded indebtedness of \$45,000. The debt is being paid off as rapidly as possible. The bonds will mature over a ten year period with interest dates the 15th of September and of March. To date payments have been met, but it must be admitted this has been done through special gifts to this fund. 12

Yet the college has not given up to despondency. A larger debt of \$62,979 confronted the institution in 1926, and this was paid in a year through use of a portion of the New World Movement Funds. Moreover, the greatest cause of the indebtedness--inter-collegiate athletics--has been abolished. And athletics alone counts for practically \$13,000 of the present debt.

Sterling College is remarkably free from debt in comparison to other institutions belonging to her class. In the 1932 meeting of the Association of American Colleges the average indebtedness for all the American colleges was reported as \$125,000, while that of Sterling's is \$45,000. Moreover, at the same association gathering, it was the consensus of opinion that Trust Companies were the best trustees of endowment funds. Again Sterling scored high, since the institution looked after that matter in 1929 when the Trust Department of the Union National Bank of Pittsburgh, Pennsylvania was made trustee of the college endowment funds. 13

12 Minutes of Synod of Kansas, "Report of Sterling College" Sixty-third Annual Session, p. 39, October 13-14, 1931.

13 From facts supplied by President R. T. Campbell after his return from Cincinnati, Ohio as appeared in Sterling Bulletin, Sterling, Kansas, January 28, 1932.

Summary

The financing of Sterling College has been that of a hard struggle for survival almost every year of its existence. Yet Sterling has been more or less blessed. Her physical equipment is of the best, while total assets amount to \$704,784. She is accredited by the Kansas State Board of Education, the American Association of Colleges, and by the North Central Association of Colleges. Sterling faces the future with a bonded indebtedness of \$45,000, while the average indebtedness of small colleges of America in this time of depression amounts to \$125,000.

Resources of Sterling College (Capital Outlay)

There has been an attempt to make clear to the reader certain of the sources accounting for Sterling College's financial growth and development throughout the years. Now, the attention will be devoted to a study of the present property valuation of campus, buildings, and equipment at Sterling as indicated in Table I--Capital Outlay of Sterling College.

Again, it would be of interest to view the last treasurer's report of Sterling College as submitted in August of 1931. A report of this sort would give actual figures concerning the amounts spent for salaries, administration, etc. Table II--Treasurer's Report of Sterling College--presents this phase of the finances of Sterling.

Table III--Annual Current Expenses of Sterling College,

1887-1931 is presented after Tables I and II. The material contained in this table was gathered from actual records, and abstracts of yearly reports as found in the office of Sterling College, Sterling, Kansas.

Certain records upon which data in this table are based were rather difficult to interpret. This would be expected, however; as methods of book-keeping of forty-five years ago would not be expected to compare favorably with the audited reports of today. And even today it is rather hard to interpret records, as there seems to be no uniform standard of book-keeping employed by the country in general.

Table I lists the assets of campus, buildings and equipment in the proper columns with the present day evaluation of 1. Buildings and Real Estate. 2. Furniture. 3. Equipment. 4. Total Evaluation. The total assets of the physical plant of Sterling College now amount to \$371,717.87.

Table II--Treasurer's Report of Sterling--needs consideration. Of the total disbursements of \$87,066.99, salaries alone are responsible for an outlay of \$53,300.50. Perhaps this would seem an enormous amount of money to spend for instructional purposes. But is it? \$53,300.50 represents approximately 60% of the budget. Yet in the high schools of the country, according to a recent report of the American Bureau (New York), the median percentages of school budgets devoted to instructional service range from 72.8%, and up to 77.4%. 14

14 From Ward G. Reeder's "Public School Administration"--School Budget Making--(The Macmillan Co., 1930), p.171.

TABLE I--CAPITAL OUTLAY OF STERLING COLLEGE

Factors	Buildings and Equipment	Furniture	Equipment	Total
1. Cooper Hall	\$50,000.00	\$2,500		\$52,500.00
2. Spencer Hall	75,000.00	5,000	\$2,943.94	82,943.94
3. Wilson Gymnasium	50,000.00		2,604.06	
4. Janitors Residence	4,458.42			4,458.42
5. President's Manse	6,900.00			6,900.00
6. Campus and Im- provements	33,101.23			33,101.23
7. Athletic Field	4,574.32			4,574.32
8. Central Heating Plant	20,203.72			20,203.72
9. Library			7,955.93	7,955.93
10. Home Economics			1,660.59	1,660.59
11. Physics Dept.			5,000.00	5,000.00
12. Chemical Laboratory			5,000.00	5,000.00
13. Campbell Hall	86,715.66	5,000	3,100.00	<u>94,815.66</u>
14. Grand Total	-----	-----	-----	\$371,717.87
15. Endowment Assets				<u>704,784.00</u>
Total Capital Outlay				\$1,076,501.87

TABLE II--TREASURER'S REPORT OF STERLING
COLLEGE

(Financial Report submitted by the Treasurer of Sterling
College, August, 31, 1931):

EXPENDITURES

1.	Salaries - - - - -	\$53,300.50
2.	Advertising, Printing, and Office Supplies - - - - -	2,545.73
3.	Light, fuel, and water - - - - -	3,808.44
4.	Interest on notes payable - - - - -	1,162.45
5.	Sundries - - - - -	20,548.67
6.	Repairs - - - - -	2,668.36
7.	Summer School salaries and expenses -	2,682.58
8.	Annuity Fund Overdraft - - - - -	<u>350.26</u>
9.	Total Disbursements - - - - -	\$87,066.99

Mabel R. Synder,
Treasurer.

TABLE III--ANNUAL CURRENT EXPENSES OF STERLING COLLEGE, 1887-1931

Year	Teachers' Salaries	Tuition	Incidentals	Total Expenses
1888	\$800.00	\$329.00	\$248.10	\$577.10
1889	800.00	425.00	255.00	1,294.22
1890	1,111.50	547.75	267.27	1,378.77
1891	1,356.27	774.25	314.88	1,755.15
1892	1,356.27	879.25	488.43	2,746.56
1893	1,772.65	1,163.25	302.79	3,237.09
1894	1,785.58	1,095.80	937.91	4,258.92
1895	2,871.72	1,112.00	749.35	4,603.39
1896	2,232.93	1,494.80	508.54	4,327.91
1897	2,871.22	1,765.50	358.04	6,551.74
1898	2,889.78	1,686.22	631.60	5,257.05
1899	3,946.23	1,395.25	219.89	8,412.72
1900	4,504.23	2,055.76	637.63	6,875.45
1901	3,944.64	1,602.75	260.58	6,431.39
1902	3,266.69	1,595.62	502.38	7,081.24
1903	5,684.74	2,282.61	914.84	10,504.45
1904	5,823.13	3,111.78	810.00	10,053.51
1905	5,668.12	3,022.28	1,350.00	13,570.00
1906	5,806.92	2,995.91	1,049.75	9,803.29
1907	7,749.90	2,981.50	1,110.89	9,607.76
1908	7,263.35	3,541.85	1,431.38	10,114.69
1909	7,250.46	2,572.30	1,442.42	14,732.84
1910	9,345.49	2,850.00	723.79	16,699.14

TABLE III--Continued

Year	Teachers' Salaries	Tuition	Incidentals	Total Expenses
1911	\$11,967.73	\$2,717.00	\$2,741.00	\$26,869.35
1912	12,131.08	3,900.00	1,709.18	20,839.14
1913	15,037.02	6,100.00	2,004.69	22,997.28
1914	13,917.66	5,888.65	1,243.87	20,760.54
1915	13,946.46	5,460.85	810.93	22,725.42
1916	18,673.86	6,829.93	1,151.57	26,719.33
1917	13,206.77	6,924.30	1,428.06	23,153.42
1918	16,450.01	5,472.00	1,195.94	25,394.26
1919	16,450.01	6,945.53	2,720.50	25,596.42
1920	22,054.60	6,297.96	2,260.48	30,206.39
1921	28,216.84	8,370.71	1,981.33	37,408.10
1922	30,882.60	11,129.18	2,339.55	41,272.45
1923	30,845.00	14,578.03	2,126.51	40,464.20
1924	33,285.63	15,714.46	2,003.38	47,702.65
1925	35,843.32	19,164.70	2,287.45	46,069.87
1926	35,620.50	20,444.34	4,747.87	53,522.73
1927	40,920.56	23,315.39	5,930.59	55,826.87
1928	44,466.03	29,479.40	5,415.90	61,041.18
1929	50,763.83	35,126.88	7,048.42	68,699.12
1930	55,722.90	26,345.56	8,196.31	73,915.29
1931	53,300.50	22,684.00	20,548.67	87,066.99
Total Expenditures	\$688,908.88	\$324,169.30	\$101,297.79	\$1,018,125.38

Should not a college spend a like proportion of her budget money for instructional services? And it might be reasoned by some, a college should spend more for instructional purposes than a mere high school. There is a field for investigation in the consideration of this one question. The \$20,548.67 listed as going for sundries does not explain too much. If anything, it points to carelessness in being specific as to just where and for what purpose said money was expended. Employment of a better system of bookkeeping would not be amiss. Comment need not be made on the rest of the items contained in the account. But truly, the sundries account was loaded rather heavily, it would seem.

Table III presents an itemized account of teachers' salaries, tuition, incidentals, and total expenses from the opening of Sterling College in 1887 (then Cooper Memorial) down to 1931. During the forty-four years of existence, the grand total of \$688,908.88 were expended for teachers' salaries. (b) In the same length of time tuition receipts were taken in to the amount of \$324,169.30. (c) The sum total of incidentals is given as \$101,297.79. (d) Lastly, the sum of the total expenses of running the school, 1887-1931, amounts to \$1,018,125.38.

One need only to casually scan the columns of figures as given in each row, starting with 1887 through 1931, to realize that costs have been constantly mounting at Sterling College with the passing of almost every year. And it is apparent that in the last decade costs have been constantly increasing. One

wonders at the teachers' ability to live on a salary of \$800 per year until he recollects that the cost of living was much lower forty-five years ago; moreover, taste for a high standard of living was dormant. The masses lived in comparative poverty; yet history teaches us, were happy for all of that. Study of the early records of Sterling reveal, moreover, that many of the first teachers taught in those days without compensation; or mighty little, if any. Lowness in tuition receipts can be accounted for, with remembrance of the records as given in the early college catalogues--namely, that the tuition charges for an entire year at first were only \$30. Moreover, students enrolled in a new school would necessarily be few for a good many years; hence, the insignificance of the early tuition receipts. As to incidentals, it must be stated, that the figures of incidentals as given for each year are not infallible. There was no standard of bookkeeping maintained throughout the years; treasurers often changed hands--so the incidentals probably are only a sampling of the true incidentals for any given year. It would be an indication, however, of somewhat of the true amount accredited to incidentals. And as would be expected, it is seen that monies designated as incidentals have increased in size with the passing of the years. The sums listed under total expenses probably are more accurate than figures listed under teachers' salaries, tuition, or incidentals. But even here, there might be small mistakes.

So of the four columns--Teachers Salaries, Tuitions, In-

cidentalals, and Total Expenses--the figures likely to vary most of all are those listed under incidentalals.

Columns of figures for each year in itself will not mean so much unless their importance can be understood. Recognizing this fact, a means should be devised and presented to the reader through which the presented data relative to Teachers Salaries, Tuitions, Incidentalals, and Total Expenses will mean more than the mere perusal of figures for different years.

In the case of Sterling College it seemed best to break the forty-four years of continuous service into fourths and half's of eleven and twenty-two years respectively, and then compare results of the percent gain or loss as found for varying periods of the college's existence.

So in Table IV, is given an analysis of the increase in Tuition, Teachers' Salaries, and total annual current expenses for varying periods. It is needless to further verbalize the presentation of the facts of the table. This should be plain enough. Instead, the meaning of the table will be explained: The records of Sterling College for forty-four years are here available. Forty-four years may be broken into four equal periods of eleven years each. One period or quarter may then be compared with that of another. Moreover, the first half of existence of the college may be compared with the last half. Finally, the total percent gain in Tuitions, Salaries, and Total Expenses may be noted. (This idea was carried out in the construction of the table).

TABLE IV--ANALYSIS OF INCREASE IN TUITION, TEACHERS' SALARIES,
AND TOTAL ANNUAL CURRENT EXPENSES FOR CERTAIN PERIODS AT STER-
LING COLLEGE, 1887-1931.

Factors	Tuitions	Salaries	Total Expenses
1. Year 1888	\$329.00	\$800.00	\$577.10
2. Year 1898	\$1,686.22	\$2,889.78	\$5,257.05
3. Increase '88 to '98	413%	261%	811%
4. Year 1909	\$2,572.30	\$7,250.46	\$14,732.84
5. Increase '98 to '09	53%	151%	180%
6. Increase '88 to '09	699%	806%	2,401%
7. Av. increase '88 to '09	31.77%	36.64%	109%
8. Year 1920	\$6,297.96	\$22,054.60	\$30,206.39
9. Increase '09 to '20	145%	204%	105%
10. Year 1931	\$22,684.00	\$53,300.50	\$87,066.99
11. Increase '20 to '31	260%	142%	188%

12. Increase '88 to 1931	6,795%	6,562%	14,987%
13. Av. increase '88 to '31	154%	149%	341%
14. Increase '09 to '31	782%	635%	500%
15. Av. increase '09 to '31	35.54%	28.86%	22.72%

One would naturally expect a greater percent increase at the initial stage. The results do show this. The greatest percentage increase in Tuitions, Teachers' Salaries, and Total Expenses is noted in the first eleven years, 1887-1898. The percent increase for these years, reading across, were 413%, 261%, and 811%, respectively. From 1889 to 1909, second quarter, growth of the college was still slow; so the percent increases, reading across as before, were 3%, 151%, and 180%.

Now, let us look at the percent increases for the first twenty-two years. They are--Tuitions, 699%; Salaries, 806%#, and Total Expenses, 2,401%. (Of course the percentages appear as enormous gains, and it will be expected that the first half of the school's gains as expressed in percentages will in most instances excel those gains of the third and fourth quarters).

The third quarter, 1909-1920, was under the direction of Dr. Campbell. The Carnegie gift was received and Sterling College was accredited by the Kansas State Board of Education. Attendance should therefore be growing, and the percent gains should be significant. The figures bear this statement out. Between 1909 and 1920 percent gains are: Tuitions, 145%; Salaries, 204%; and Total Expenses, 205%.

And if there have been gains in the first, second, and third quarters, certainly there will be gains between 1920 and 1931. Gains in tuitions should be especially significant due

to a greater enrollment, and the advancement of tuition per hour from \$2.50 to \$5. Again, figures indicate this: Tuitions increased 260%, Teachers' Salaries, 142%, and Total Expenses, 188%.

So, the total percent gains in the second half between 1909 and 1931 were: Tuitions, 782%, Salaries, 635%, and Total Expenses, 500%.

But what about the percent gains of one half over the other? Tuitions of the second half excel the first, 782% to 699%; Salaries of the first half excel the second in percent gains, 806% to 635%; Total Expenses of the first half are superior, 2,401% to 500%.

Lastly, what are the percent increases for the entire forty-four years? Between 1887 and 1931, Tuitions increased 6,795%; Salaries, 6,562%, and Total Expenses, 14,987%. Such figures speak for themselves, and certainly indicate that Sterling College has grown during the course of forty-four years under the expert direction of Dr. Spencer and of Dr. Campbell. Tuitions and Salaries would be expected to increase somewhat in proportion, one to the other: That is, if tuitions grew, then also should teacher's salaries; and vice versa--if teachers' salaries decreased, there would be no excuse for large tuitions. In total costs an increase of 14,987% is to be expected, seeing that total expenses the first year were only \$577.10, while total expenses in 1931 were \$87,066.99.

Table IV has presented an analysis of the increase in

Tuitions, Teachers' Salaries, and Total Current Expenses for certain periods. Diagram 1 endeavors to clarify the increase in cost of education at Sterling College by a comparison of the costs in one period to another. Periods 1888-1889; 1889-1909; 1909-1920; and 1920-1931 are those portrayed. In this Diagram comparisons of the cost of education by periods are ascertained and presented for six items: 1. Average current expenses per student. 2. Average instructional cost per student. 3. Average teacher salary per teacher. 4. Average cost to Sterling College per alumni. 5. Average total expense to college per student. 6. Average cost of an alumnus to Sterling. (Only one more comment needs be made: There was no attempt made to control the fluctuating dollar, so this must be kept in mind while viewing the graphs).

The financial investments of Sterling College, 1887-1931, in short may be summarized as shown in Table V: The capital outlay of Sterling now amounts to \$1,076,501.82; while current expenses total \$1,018,125.38. Therefore, the total investments of Sterling College represent \$2,094,627.20. Fifty-one and four tenths percent of Sterling's money was invested in capital outlay, and 48.6% for current expenses. A total number of 884 teachers have served Sterling. The salaries of these teachers amount to \$688,908.88. This represents 67.6% of monies expended for current expenses. The average teachers' salary at Sterling for 1931 had been increased to \$2,070.19 over the average teacher salary of \$779.31 for the forty-four year period. There are 8,000 volumes in the col-

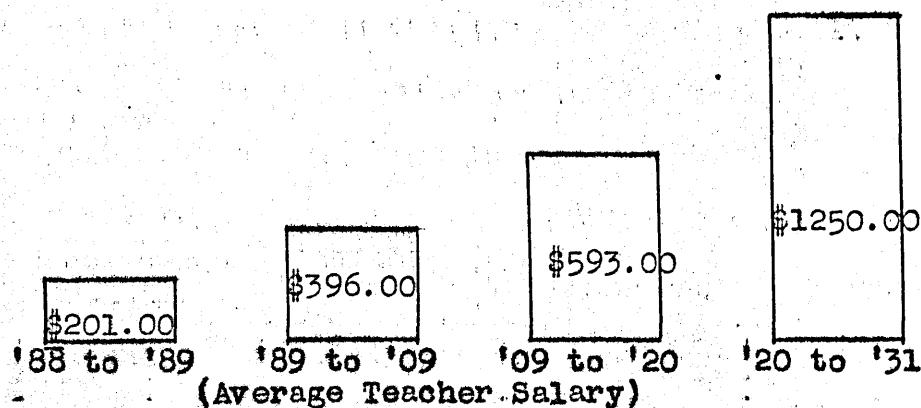
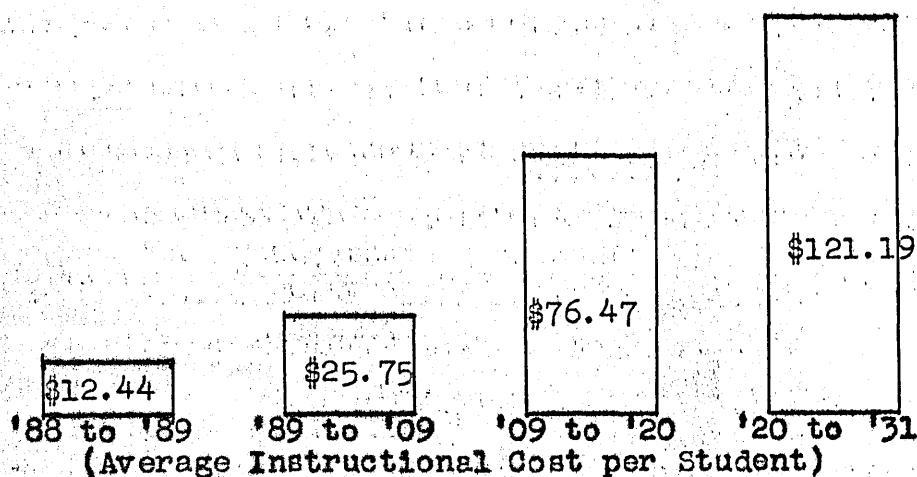
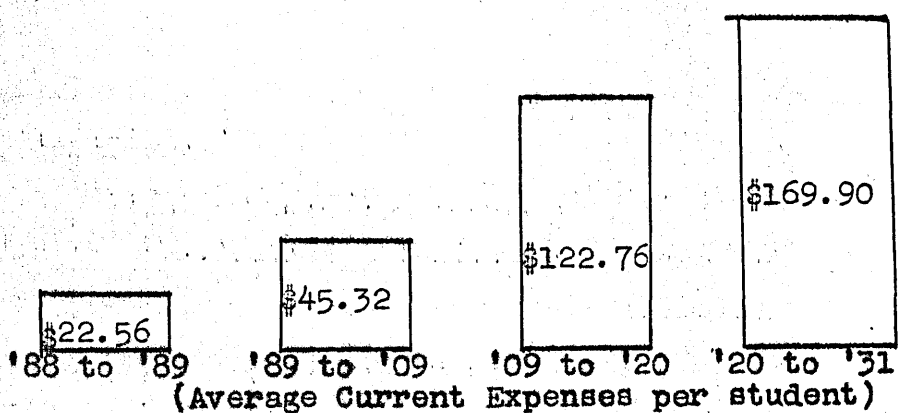
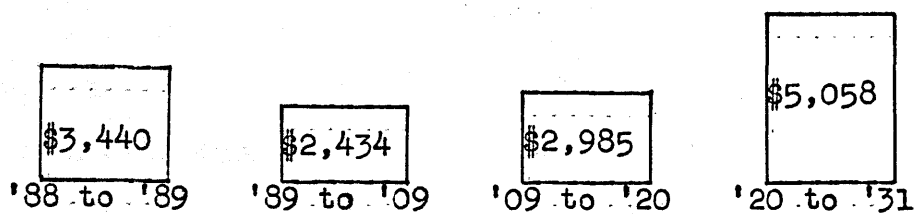
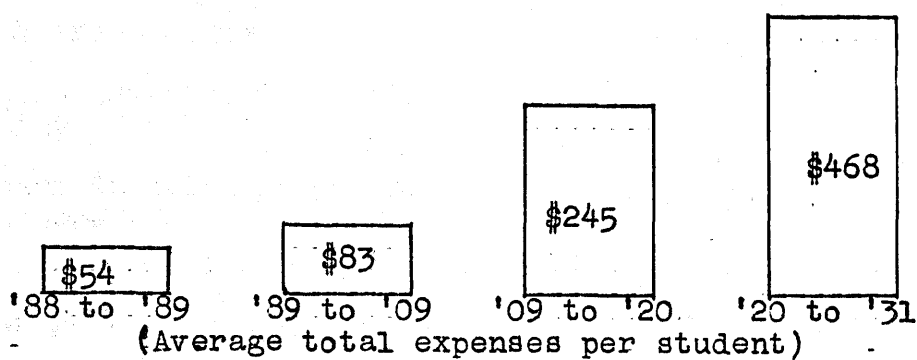


DIAGRAM 1.--A COMPARISON OF COST OF EDUCATION FOR CERTAIN PERIODS AT STERLING COLLEGE, 1887-1931.

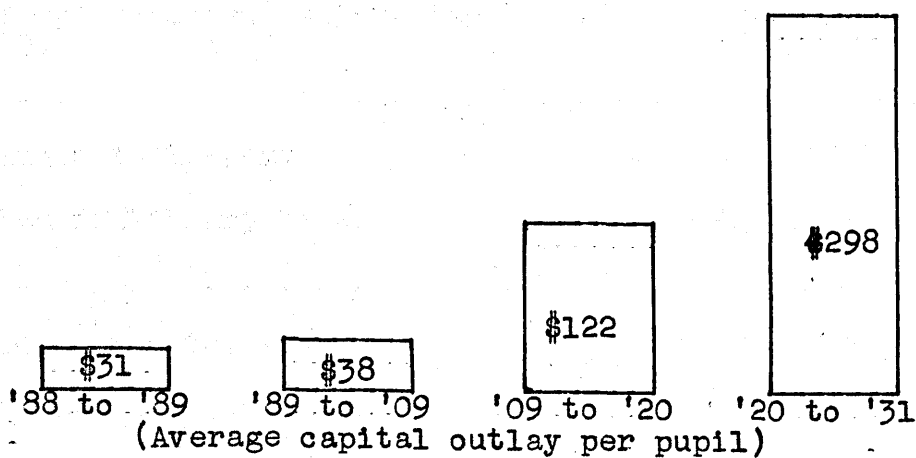
DIAGRAM 1.--Continued



(Average Cost of an Alumnus)



(Average total expenses per student)



(Average capital outlay per pupil)

TABLE V.--SUMMARY OF THE FINANCIAL INVESTMENTS OF STERLING
COLLEGE, 1887-1931

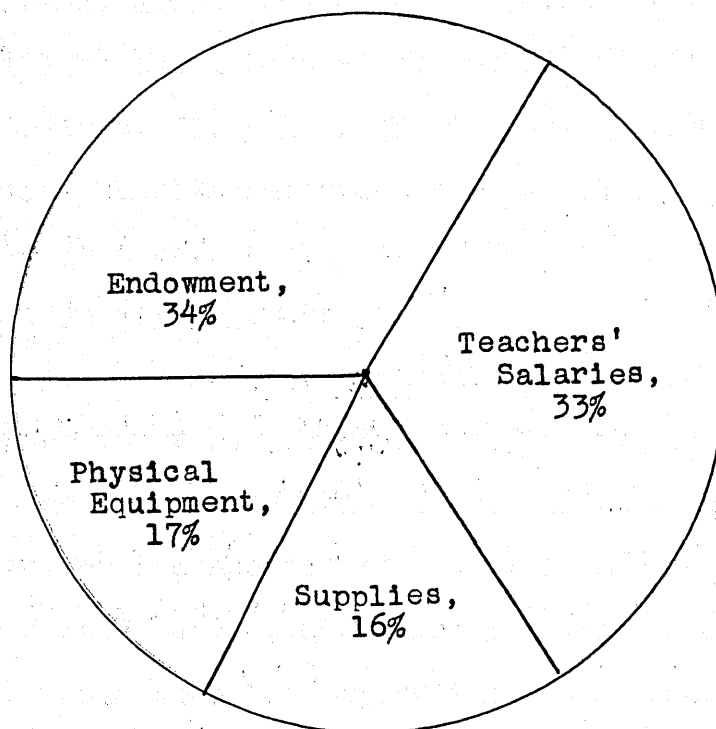
Factors	Obtained Data
1. Years in Operation	44
2. Capital Outlay	\$1,076,501.82
3. Current Expenses	\$1,018,125.38
4. Total Investments	\$2,094,627.20
5. Percent invested in capital outlay	51.4%
6. Percent invested in current expenses	48.6%
.....	
7. Total number of teachers	884
8. Total teachers' salaries	\$688,908.88
9. Percentage of teachers' salaries derived from current expenses	67.6%
10. Average salary per teacher, 1888-1931	\$779.31
11. Average teachers' salary for 1931	\$2,070.19
.....	
12. Volumes in library	8,000
13. Value of library books	\$7,955.93
.....	
14. Income from tuition	\$324,169.30
15. Current Expenses covered by tuition	32%
17. Percent of total investment paid by tuition	15.5%
18. Percent of income derived from other sources,	84.5%

lege library with a total value of \$7,955.93. The income from tuition amounted to \$324,169.30. Thirty-two percent of the current expenses were covered by tuition; 15% of the total investment was paid by tuition; and 84.5% of the income at Sterling comes from other sources than from tuition.

The majority of facts shown in Table V need no explanation. It will be noted that the average salary per teacher for the forty-four years was \$779.31, while in 1931, the average teachers' salary was \$2,070.19. All this may be explained as due to the higher standards of teachers' salaries which is demanded by the North Central Association of Colleges. Moreover, in arriving at \$779.31 as the average teacher salary for forty-four years, it was rather hard to ascertain just exactly how many teachers were employed for certain years on account of the condition of the records. Often the record gave a certain number of employees of the college without clearly distinguishing the teachers' from secretaries, janitors, etc. So, the average salary for teachers' for the forty-four years in reality would average a good deal over \$800.

Table V makes mention of the fact that 51.4% of Sterling's resources are invested in capital outlay, and that 48.6% of monies invested have gone for current expenses. Would one not have a clearer mental picture of the distribution of the financial investments of Sterling College, 1887-1931, if the facts could be presented to the eye by means of a graph?

Accordingly, in Diagram 2, an attempt has been made to



1. Endowment - - - - - 34%
2. Teachers' Salaries - - 33%
3. Physical Equipment - - 17%
4. Supplies - - - - - 16%

DIAGRAM 2.--DISTRIBUTION OF THE FINANCIAL INVESTMENTS OF
STERLING COLLEGE, 1887-1931

graphically picture the exact percentages of Sterling's money devoted to Endowment, Teachers' Salaries, Supplies, and Physical Equipment during the past forty-four years.

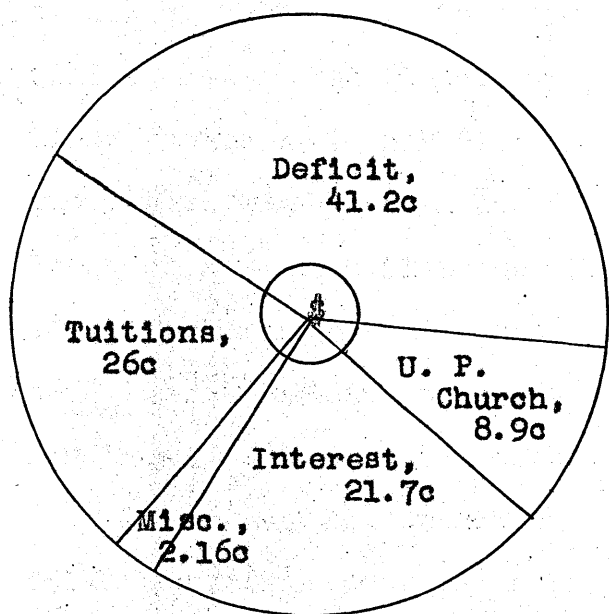
It will be noted that of the \$2,094,627.20 received by Sterling College, 51.4% is still tangible and of service to the college. The 17% invested in physical equipment is still as valuable as ever, as well as the 34% in endowment which bears the college yearly interest.

The other 49% of Sterling College's investments, however, is gone forever. Namely, the 33% invested in teachers' salaries, and the 16% expended for supplies. But there will be no cause for lamentation, if in the next chapter of this thesis, in a study of the educational contributions of Sterling College it would seem the expenditures had been justified.

It has been indicated how Sterling distributed her financial investments between 1887 and 1931. Now, just how did Sterling College receive and spend her dollar for the last year for which records are available, 1930-1931?

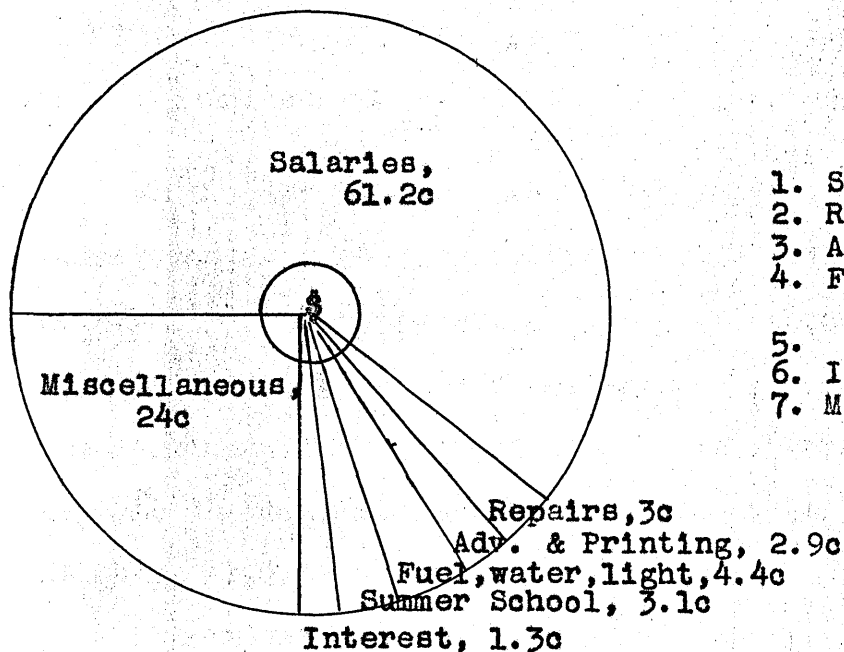
This is certainly a fair enough question, and in Diagram 3, an attempt has been made to present specific data. It will be noted that a couple of dollars are graphically portrayed--one representing Sterling's receipted dollar; the other, Sterling's expended dollar.

It is often asked, what are the sources of income of a college? Well, here is a graphic answer to Sterling's manner



1. Deficit, - - - - -41.2c
2. U. P. Church - - -8.9c
3. Interest - - - - 21.7c
4. Miscellaneous, 2.1c
5. Tuitions, - - -26.0c

I. Receipts



1. Salaries, - - - -61.2c
2. Repairs - - - 3.0c
3. Adv., printing, - - 2.9c
4. Fuel, water, and light, - - - - 4.4c
5. Summer School, - 3.1c
6. Interest, - - - 1.3c
7. Miscellaneous, - -24.0c

II. Expenditures

DIAGRAM 3.--HOW STERLING COLLEGE RECEIVED AND SPENT HER DOLLAR, 1930-1931

of making ends meet. In this particular year, 1930-1931, it will be noted that 26c of every receipted dollar came from tuitions, while 21.7c was derived from interest off endowment bonds. The United Presbyterian Board of Education contributed 8.9c. Revenues from miscellaneous sources--donations, 1.7c; Rents, .4c; dormitory and cafeteria, .06c--grouped together, amount to 2.16c. A deficit for the year claimed 41.2c, but was cared for through the floating of bonds.

In the way of expenditures, 61.2c out of every 1930-1931 dollar went for teachers' salaries; 24c for miscellaneous and sundry items; 3c for repairs; 2.9c for advertising, printing, and office supplies; 1.3c for interest; 4.4c for fuel, water, and light; and 3.1c for the running of a summer school.

An Estimate of Current Expenses at Sterling College Between 1932-1941

In Chapter IV, the resources of Sterling College have been presented descriptively by means of tables and graphs. Of what use will this material be? Perhaps no practical use; but at least the reader should have a clearer conception of the finances of Sterling College than previously. But to go back to the original question. What about a practical use? Is there any?

The writer can think of a use to make of the preceeding material: That is, on the basis of actual expenditures at Sterling for a number of years back, through the application of statistics; specifically, those rules governing the use of

the Regression Equation--an estimate can be built up of the approximate expenditures at Sterling College for the next ten years of the college's existence. Such an estimate, indeed, does not pretend to be exact to the nearest dollar. At its best, it is but an estimate, and must remain that. Ten years is a long interval of time. Too long in fact to base any prophecy with any degree of certainty of fulfillment to the letter. There are too many factors involved in such a prophecy over which one has no control.

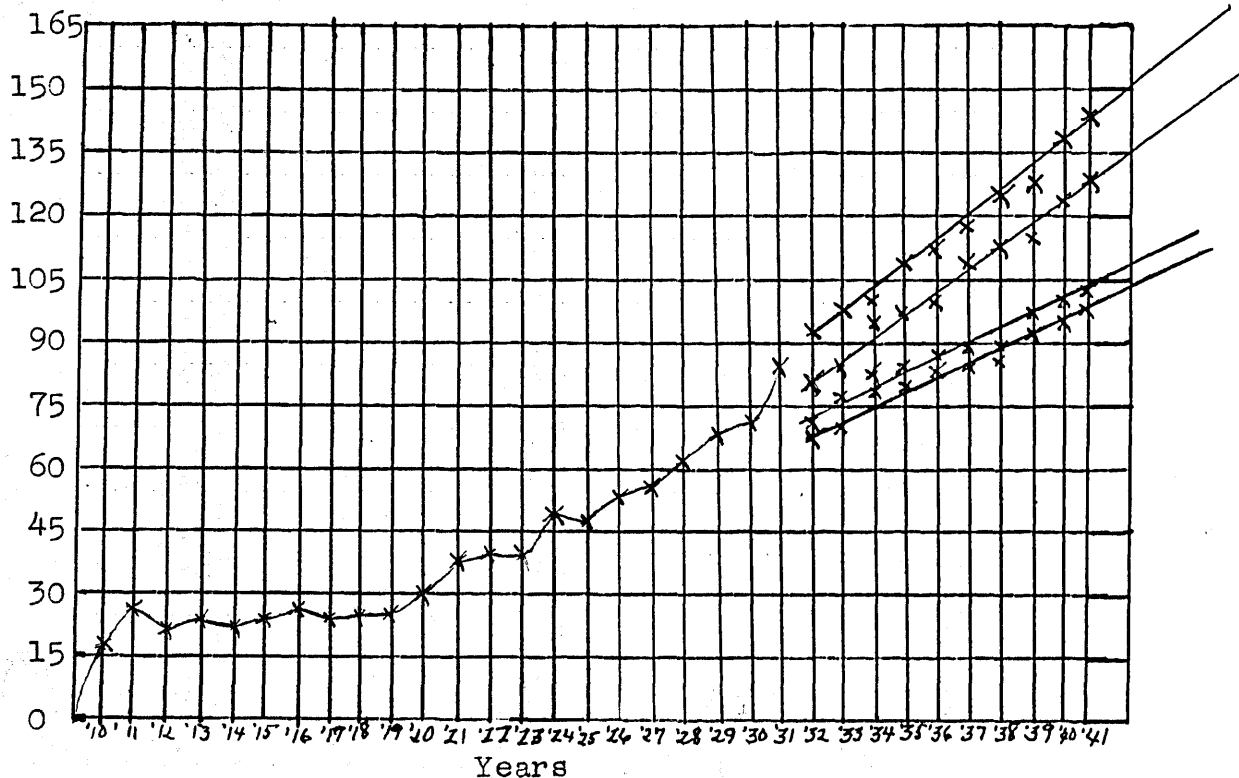
Who can fortell the fluctuations of the dollar year for year and month for month; discern church policy, or the acts of the college president? What about the growth of neighboring schools during the next ten years? All such factors are uncontrollable, yet have much to do with the rise or fall of an institution.

So, it is with knowledge of the especial danger of forecasting the future, diagrams and tables of the approximate annual estimated current expenses of Sterling College for the coming ten years--1932,1941--are presented:

Diagram 4, should be fairly clear and should need no explanation. This diagram is based completely upon information arrived at in Tables VI and VII.

Table VI calculates the estimated annual current operating expenses at Sterling College, 1932-1941, first, through ascertaining the correlation existing between the actual current expenditures figures for the past twenty-two years as to

Thousands



Key:--Blue portrays actual current expenditures, 1910-1931.

Red portrays predicted current expenditures as given in Table VI as based on current expenditures and as based on an Index Number.

Black portrays predicted current expenditures as given in Table VII as based on current expenditures and as based on an Index Number.

DIAGRAM 4.--ANNUAL CURRENT OPERATING EXPENDITURES OF STERLING COLLEGE, 1910-1931, ON THE BASIS OF WHICH THE CURRENT EXPENDITURES OF THE INSTITUTION FOR THE YEARS, 1932-1941, ARE PREDICTED.

TABLE VI.--ANNUAL CURRENT OPERATING EXPENDITURES OF STERLING COLLEGE, 1910-1931, ON THE BASIS OF WHICH THE CURRENT EXPENDITURES OF THE INSTITUTION FOR THE YEARS, 1932-1941, ARE PREDICTED.

Factors	Current 16 Expenditures	Expenditures 17 Index Number
1910	17	24
1911	27	42
1912	21	30
1913	23	33
1914	21	31
1915	23	33
1916	27	32
1917	23	20
1918	25	19
1919	26	19
1920	30	19
1921	37	38
1922	41	42
1923	40	40
1924	48	49
1925	46	44
1926	54	54
1927	56	59
1928	61	62
1929	69	72
1930	74	86
1931	87	101
Totals	<u>\$720,179.79</u>	
.....		
1932	\$71,880	\$73,840
1933	74,670	76,510
1934	77,460	79,180
1935	80,250	81,850
1936	83,040	84,520
1937	85,830	87,190
1938	88,620	89,860
1939	91,410	95,200
1940	94,200	97,870
1941	96,990	100,540
Totals, - -	<u>\$844,350</u>	<u>\$866,560</u>

16 Figures of actual current expenditures of Sterling College as appearing in this column have been rounded to the nearest even thousand.

17 Ibid, "Department of Commerce".

the corresponding years themselves. Then, in the Regression Equation, the correlation as found to exist between total expenditures and years is made use of in securing the prediction. Table VI also gives a prediction based on an Index Number as ascertained from the United States Bulletin, No. 543, of the Bureau of Statistics.¹⁵ The procedure thence on, is identical. It will be noted that in Table VI, the sum of the estimated total expenditures for the ensuing ten years, based on current expenditures, amounts to \$844,350; while the sum based upon the Index Number in Table VI amounts to \$866,560.

Table VII is constructed exactly as was Table VI, with the exception that the predictions are made on a basis of only eleven years' actual current expenditures instead of on twenty-two. The sum total of the expenditures for the ensuing ten years in Table VII, as based on current expenditures, amounts to \$1,059,350; the figures in Table VII as based on Index Numbers mount still higher--\$1,166,200.

Certainly, there is a variety of choices from whence to choose. (No wonder it is stated that a Regression Equation prophecy is no better than a guess.) There are four to choose from. Which guess is the more accurate? It would be hard to say. The Index Number was taken from a bulletin of the United States Bureau of Statistics. Current expenditures were then divided by the Index Number; the result correlated with the year; and the obtained answer used in the Regression Equation to build up predictions. Evidently something was

¹⁵ Department of Commerce, "Index Numbers of the Dollar", Bulletin No. 543, Bureau of Statistics, September, 1931.

TABLE VII.--ANNUAL CURRENT OPERATING EXPENDITURES OF STERLING COLLEGE, 1921-1931, ON THE BASIS OF WHICH THE CURRENT EXPENDITURES OF THE INSTITUTION FOR THE YEARS, 1932-1941, ARE PREDICTED.

Factors	Current 18 Expenditures	<u>Expenditures</u> Index Number 19
1921	37	38
1922	41	42
1923	40	40
1924	48	49
1925	46	44
1926	54	54
1927	56	59
1928	61	62
1929	69	72
1930	74	86
1931	87	101
Totals	<u>\$612,989.45</u>	
.....		
1932	\$84,440	\$91,060
1933	88,630	96,740
1934	94,020	102,420
1935	98,810	108,100
1936	103,600	113,780
1937	108,390	119,460
1938	113,180	125,140
1939	117,970	130,820
1940	122,760	136,500
1941	127,550	142,180
Totals	<u>\$1,059,350</u>	<u>\$1,166,200</u>

18 Figures of actual current expenditures of Sterling College as appearing in this column have been rounded to the nearest even thousand.

19 From Department of Commerce, op. cit., 1931.

wrong. The Index Number was supposed to correct the fluctuating tendency of the dollar; but instead, the prediction based on the Index Number was in every instance higher than the prediction based upon actual current expenditures.

It is the writer's judgment that the prediction based upon the past twenty-two years, Table VI--in the case of Sterling College, would be more accurate than Table VII, based on eleven year's actual expenditures. Why? Because in the last year, 1930-1931, for which one has a record, total expenditures (See Table XII) do not seem typical. The expenditures of that year are listed at well over \$86,000. Of this amount, it is known that \$13,000 may be attributed to athletics. The expensive sports--especially football--have been discontinued. One may then reason that the expenditures and debts of 1931-1932 should not near reach a total of \$86,000. Rather, one would expect about \$72,000 as the normal expenditure of Sterling College in 1932.

The estimated annual current operating expenses for Sterling as based on Table VI, therefore, would be the table the author would judge to be most nearly correct. And if it is correct for 1932 (the writer's guess as compared to actual expenditures), perhaps the guesses as given in Table VI will be near accurate even in 1942.

But, then, if Table VI fails--perhaps one may rely on Table VII. And if all fail, it may be assumed that uncontrolled factors have entered into the situation just as the author admitted might occur.

CHAPTER V

The Educational Contributions of Sterling College to Higher Education in Kansas

In Chapter IV of this study, materials were presented bearing upon the financial investments of Sterling College throughout the years of her existence up to August, 1931. From ^{these} data, the future probable current expenses of Sterling College for the years 1932-1941 were predicted by statistical technique. In this chapter, the educational contributions of Sterling College to higher education in Kansas will be considered as judged by measurement or failure to measure up to four arbitrarily selected criteria; these criteria are based on some factors that the author considers as indicative of educational contributions.

It is the prerogative of the reader to differ with the author concerning the appropriateness of the criteria used in the measurement of the educational contributions of Sterling College. Measurement of the end-products of education of necessity is very difficult; and what may appeal to one individual as vital factors denoting an educational contribution may be diametrically opposite to the opinion of a colleague. Acknowledging this, the four criteria of an educational contribution that will be used in this thesis are presented:

1. Enrollment Contributions.

2. The graduates of the institution.

3. Record of the graduates of Sterling College in the higher institutions of learning of the United States with special reference to records of the alumni in the graduate school of Kansas University.

4. The occupations and professions of the alumni.

- I. The Enrollment Contributions of Sterling College to Higher Education in Kansas:

At first thought, the reader might have been prone to smile at the idea of small denominational colleges really contributing very much to the total enrollment of students in schools of higher education in Kansas. In Chapter II, it was shown that for 1927-1928, 55% of the students of Kansas were in publicly controlled institutions, and 46% in private schools.

Therefore, Sterling College has her part to contribute each year to the sum total enrollment of students in the private schools of Kansas. Moreover, for forty-four years Sterling College has shouldered her part of the responsibility of educating students entrusted to her care; and there is every indication of a continuation of this policy.

Before proceeding further with the discussion of the enrollment contributions of Sterling College to higher education, there are certain words and phrases which will be de-

defined for use in this study: 1. Total Net Enrollment includes unrepeated names of all registered students enrolled during the year of twelve months as preparatory, collegiate, special, extension, or summer school students. 2. Collegiate enrollment--unrepeated names of all collegiate (Liberal Arts) students enrolled for the winter term of the respective years. (Students enrolled in the allied departments, in extension, or summer school work are not counted as collegiate students).

With these definitions of terms in mind, the way is paved for the presentation of the actual facts relative to the enrollment contributions of Sterling College, 1887-1931:

Let us turn, and consider actual attendance records of Sterling College with the question ever in mind: What educational contributions in the way of attendance has Sterling to present in justification of existence?

Table VIII presents the figures. Total sums from 1888 to 1931, read: Total net enrollment, 9,705; collegiate enrollment, 4,243; Preparatory, 1,236; summer school, 627; number of teachers and assistants, 884.

It will at once be noted that during the first year the total net enrollment of students was 29 preparatory students; there were no Liberal Arts (collegiate students) the first year. The figures in the table do not state it, but when school opened November 1, 1887, in the first two days of school only seven students were enrolled. Back in 1887 the school year was divided into three terms--fall, winter, and spring. The

TABLE VIII.--THE ENROLLMENT CONTRIBUTIONS OF STERLING COLLEGE,

Nov. 1, 1887--May 28, 1931

Factors	Total Net ¹ Enrollment	Colle- ² giate	Prepara- tory	Summer School	Teachers-- Assistants
1888	29	0	29	--	4
1889	84	1	33	--	4
1890	132	4	55	--	7
1891	118	8	42	--	9
1892	203	13	54	--	9
1893	219	6	86	--	11
1894	178	14	86	--	13
1895	152	24	31	28	10
1896	139	32	59	15	10
1897	211	42	70	---	11
1898	128	43	59	--	10
1899	156	34	48	--	11
1900	254	39	65	36	13
1901	190	39	47	--	11
1902	212	45	72	--	9
1903	273	62	41	--	18
1904	274	57	46	--	14
1905	258	49	23	--	14
1906	198	46	19	--	13
1907	154	47	22	--	15
1908	183	44	20	--	16
1909	214	55	31	--	23

TABLE VIII₂.--Continued

Factors	Total Net ¹ Enrollment	Colle- giate	Prepara- tory	Summer School	Teachers'-- Assistants
1910	182	50	27	--	23
1911	185	63	28	--	23
1912	188	75	30	--	33
1913	207	95	28	--	30
1914	182	107	17	--	29
1915	191	123	5	--	25
1916	216	122	4	--	22
1917	226	132	5	--	25
1918	165	95	4	--	24
1919	210	85	3	--	22
1920	187	115	5	--	24
1921	212	128	8	--	27
1922	227	153	9	--	30
1923	242	210	15	--	30
1924	271	229	4	--	38
1925	438	282	3	92	34
1926	428	282	3	98	34
1927	412	263	-	89	34
1928	385	268	-	76	30
1929	400	258	-	80	30
1930	334	225	-	70	32
1931	255	179	-	43	30
Totals	9,705	4,243	1,236	627	884

1 Includes unrepeatd names of all regularly registered students enrolled during year of 12 months in preparatory, special, collegiate, extension, or summer school work.

2. Exclusive of allied departments, extension, or summer school. Includes unrepeatd names of all collegiate students enrolled for the winter term of the respective years.

fall and winter terms were of equal length, sixteen weeks; while the spring term extended only twelve weeks. School was scheduled to have opened in September, consequently, the fall term was a month short the year, 1887. It was stated that there were 7 students enrolled the first two days of school. By the end of the short fall term the number had increased to 13. Then, during the winter and spring terms, sixteen new students enrolled--making a grand total of twenty-nine preparatory students for the first year.

The figures contained in Table VIII, speak for themselves. In 1889 the total net enrollment had almost tripled; there being thirty-three preparatory students, and one lone collegiate student. The remainder of the enrollment for the year was composed of music, art, and commercial students. In 1890 the total enrollment had climbed to 132 students, among which were included four collegiate and fifty-five preparatory students. And so one might go on enumerating the attendance year for year; but the reader can secure this information from the table itself.

The first year, enrollment at Sterling College was made up entirely of preparatory students. The years 1893 and 1896 are the banner years of "prep" enrollment; a total of 86 students being enrolled during both of these years. The year 1902 was also outstanding in regard to preparatory students--seventy-two being enrolled. But the very next year, 1903, the number of preparatory students for the first time was exceeded

by collegiate students; there being sixty-two collegiate students in 1903 to the preparatory's, forty-one. Preparatory students came in increasingly small numbers to the school from 1902 on. The rise of the high school movement in the various Kansas towns undoubtedly accounts for the decline of preparatory students coming to Sterling asking for admittance. The preparatory figures indicate this more and more as the years advance. By 1915 there are only five preparatory students in Sterling. Then, for some reason, in 1923 the total of "prep" students shoots up to fifteen. But the movement is broken. In 1924 there are only four preparatory students enrolled, and in 1927 the preparatory department at Sterling College was discontinued altogether. Such is the rise and fall of the preparatory school wave at Sterling College. When the high school movement provided accessible school facilities for the children of the local community, it was unnecessary to send pupils to Sterling College for preparatory training.

Let us devote some attention to a consideration of the rise of the collegiate movement in Sterling College. In 1889 there was one collegiate student enrolled. By 1890 the collegiate enrollment had increased to 4; by 1891 to 8; by 1892 to 13; in 1893 collegiate enrollment decreased to six; but was up to 14 in 1894. From that point on the collegiate enrollment increased by steady leaps and bounds. In 1903 the collegiate surpassed the preparatory enrollment by 21 students, but there are constant fluctuations in the collegiate enrollment. In

1900 the collegiate enrollment was 50; in 1914 it had increased to 107. Then during the war period, 1918-1919, collegiate enrollments were 95 and 85 students respectively. With 1920 the boom was on--115 students being enrolled in the liberal arts department. The peak years were 1925 and 1926 with 282 collegiate students enrolled for each year. It was decreed in 1926 to limit enrollment to within 300 in order to meet North Central requirements, so the ebb commences. But still in 1929 the collegiate enrollment was made up of 258 students. The financial depression swept the entire United States, however; and in 1931 the collegiate enrollment had decreased to 179 students; but still it exceeded by twenty-three students the collegiate enrollment of 153 in 1922.

The total net enrollment for the various years--since it was made up of a composite of collegiate, preparatory, summer school, special, and extension students--varied in like proportion to the collegiate and preparatory enrollment. The net total enrollment included the unrepeatd names of pupils of every department that have ever enrolled in Sterling College up to May, 1931. Preparatory, collegiate, summer school, special, extension; and pupils of the allied departments--music, speech, and art, were included under total net enrollment figures. In 1892 the total net enrollment was 203; by 1900 it was 254; during 1918 the total net enrollment of all departments fell to 165, but by 1919 it was up to 210. The peak year in total net enrollment was in 1925 with a total of

438 enrolled; in 1926 there were 428 enrolled. Attendance at Sterling College was then limited to 300; the depression set in, and by 1931 the total net enrollment had fallen to 255 students.

Table VIII indicated that a summer school was conducted at Sterling College in 1895 with an enrollment of 28; the next year the enrollment being 15. Then, there were no more summer schools until 1900 when the enrollment was 36. Summer school was then indefinitely discontinued until the summer of 1925 when there was an enrollment of 92 students. Ever since 1925 there has been a summer school; the total enrollment in 1931 being 43 students.

In like manner has the number of teachers and assistants fluctuated at Sterling College through the years. The first two years of the college's existence there were four teachers respectively. The numbers steadily increase, year by year; the peak coming in 1924 with 38 instructors and teachers on the pay roll. In 1931 there were only 30 teachers and assistants employed.

In passing, it must be stated, that no attempt was made to separate the assistants from the teachers. The term "Assistant" may include any person on the payroll at Sterling who is not employed as a teacher. His job may be as janitor; it may be as private secretary to the President; or as alumni secretary; but if the person is not a teacher and receives a stated salary throughout the year, he was accounted among the

assistants at Sterling College. In the old days of the preparatory school certain collegiate students were paid a certain salary to assist as teachers of the "prep" students. These students were included among the number of assistants. Therefore, within forty-four years time a grand total of 884 teachers and assistants have been employed from time to time by Sterling College.

A summary of the enrollment contributions of Sterling College proves interesting reading to those interested. (Table IX). Sterling College has been in operation forty-four years. Within this space of time a total net enrollment of 9,705 have passed through the halls and corridors of Sterling. The average enrollment per year has been 221. A total number of 884 teachers and assistants have served the college. The average number of teachers for the forty-four years is 20.1; and the average number of students per teacher, 11. There has been an increase in the net total enrollment of 35% since 1910. The average percent increase, therefore, has been 1.76% per year. The teaching staff increase since 1910 has been 3.63%; with an average percent increase of .18% per year.

Most of the facts of Table IX need no analysis. The author has already indicated in his explanation of Table VIII, that the figures for the total number of teachers could not handily be separated. Many of these assistants did not teach. Therefore, the average number of teachers per year (actual teachers) would be raised three or four if all the assistants

TABLE IX.--SUMMARY OF THE ENROLLMENT CONTRIBUTIONS OF
STERLING COLLEGE, 1887-1931

Factors	Data
1. Total net enrollment	9,705
2. Average enrollment	221
3. Teachers and assistants	884
4. Average number of teachers	20.1
5. Average number of students per teacher	11
6. Enrollment increase since 1910	35%
7. Average percent increase in enrollment per year	1.76%
8. Teaching staff increase since 1910	3.63%
9. Average percent increase of teach- ing staff	.18%

could be eliminated from the figures. Therefore, if the average number of teachers per year were raised a couple of points, the average number of students per teacher would no doubt be lowered a trifle below 11, the present figure.

The enrollment increase since 1910 of 35% is indicative of the total net enrollment growth of Sterling College under the direction of Dr. Campbell, the present President, who took charge in 1909. But distributed over a period of 22 years, the average percent increase appears small. The teaching staff increase since 1910 has also been small--3.63%; consequently, the average percent increase of the teaching staff is only .18%.

It is the collegiate enrollment at Sterling College that has made the biggest percent gain during the years. The peak year of the preparatory movement was in 1902. But the liberal arts movement at Sterling College has ever been increasing until the 1929 depression affected the college enrollment. Gains are clearly indicated in Table X.

According to Table X, the total net collegiate enrollment for the forty-four years of Sterling College has been 4,243. The average collegiate enrollment per year was 96. In 1888 the collegiate enrollment was 0, and in 1909--twenty-two years later, 55. The percent increase of the collegiate enrollment, 1888-1909, therefore was 5,500%, or an average percent increase of 250% per year. (The figures seem enormous, yet they are true. There were no collegiate students in 1888.

TABLE X.--SUMMARY OF COLLEGIATE ENROLLMENT AT STERLING COLLEGE
WITH ANALYSIS OF THE INCREASE OVER CERTAIN PERIODS, 1887-1931.

Factors	Data
1. Total net collegiate enrollment	4,243
2. Average collegiate enrollment	96
3. Percent collegiate enrollment of the entire enrollment	43%
4. Collegiate enrollment in 1888	0
5. Collegiate enrollment in 1909	55
6. Percent increase of collegiate enrollment, 1888-1909	5,500%
7. Average percent increase, '88-'09	250%
8. Collegiate enrollment for 1931	179
9. Increased collegiate enrollment, 1909-1931	225%
10. Average percent increase, 1909-1931	10.2%
11. Collegiate enrollment increase, 1888-1931	17,900%
12. Average yearly percent increase	81.4%

One was registered the next year, 1889. The addition of a single student, therefore, had increased the collegiate enrollment in 1889, one hundred percent over zero collegiate enrollment in 1888. But by 1909 there were 55 liberal arts students listed. Multiply 55 by 100 and the answer is 5,500 as the percent increase). Collegiate enrollment for 1931 was 179 students. The increased collegiate enrollment, 1909-1931 (during Dr. Campbell's administration) was 225%; or an average percent increase throughout the period of 10.2% per year. Finally, the collegiate enrollment increase between 1888 and 1931 amounted to 17,900%, or an average yearly percent increase of 81.4%.

The rise of the high school movement in Kansas has already been indicated as the likely cause for the decrease of preparatory enrollment at Sterling College. And with the rise of high schools in every small town; the changing conditions of the world, and stressed emphasis upon college training--it only followed as a natural sequence, fathers and mothers would more and more desire for their children to have a better chance in the world than they themselves had enjoyed. A college education was and is usually considered as one means of bettering an individual. Consequently, the parents of United Presbyterian children began to send their children to Sterling in increasing numbers. Parents of children in and around Sterling, Kansas, did likewise. So, with the passing of the years, the college enrollment throughout Kansas increased;

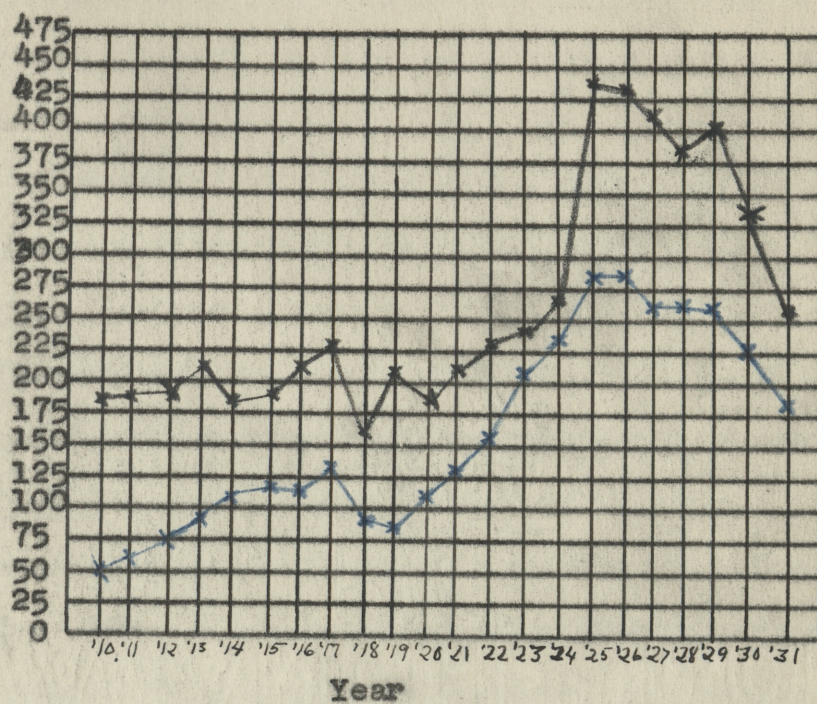
and Sterling College benefited along with the rest of the schools. The figures of increased enrollments at Sterling tell the story; the figures of the collegiate enrollment being especially significant.

The percent increase of collegiate enrollment between 1888 and 1909, 5,500%, naturally is large--collegiate enrollment having increased in that period from 0 to 55. Under Dr. Campbell, 1909-1931, the percentage still mounted, the gain being 225%. And finally, one notes that the collegiate enrollment has increased between 1888 and 1931 to the magnificent figures of 17,900%.

From the figures of Table X, Diagram 5 is drawn; showing by means of two color lines a graphic representation since 1910 of the increase in both the collegiate and the entire school enrollment as noted when plotted upon a sheet of paper.

It will be noted that in 1910 collegiate enrollment was 50, while that of the entire school enrollment was 182. The collegiate enrollment increased in more rapid proportions per year than the entire school enrollment, but was handicapped because of its backward start. The year 1918 the collegiate and entire school enrollment figures were very close together because of the limited number of students in the allied departments. Again, in the year 1923, the collegiate enrollment was within 32 of equaling the entire school enrollment. The allied departments, however, then soared way above the collegiate enrollment until 1930 when the entire school enrollment, and

Hundreds



Key:--

— Collegiate enrollment
 — Entire school enrollment

DIAGRAM 5.--ENROLLMENT AT STERLING COLLEGE,
 1910-1931.

that of the collegiate department came closer together; the restricted enrollment of 300; the financial depression; and reduction in the number of enrolled allied departments students making this possible. Yet the enrollment in the collegiate department was surpassed by the entire school enrollment, and this will be the case as long as the allied departments are continued.

So far, only data relative to enrollment at Sterling College down through the years to 1931, have been presented. How will mere enrollment indicate an actual educational contribution to higher education in Kansas unless the majority of the students of Sterling are natives of Kansas?

Indeed, the author deems this a pertinent question. He is not so concerned about the past enrollment composition. Rather, where do the students attending Sterling College come from today? With a view to answering the question, Table XI, is presented:

Table XI, states that the total enrollment in Sterling college for 1930-1931 (last year for which records are available) was 255. The Kansas enrollment for the same period was 222; or in percentages--87.06% of the student body of Sterling College resided in Kansas. There were thirty-three students enrolled in Sterling College residing in the United States whose residence was not in Kansas. There were no foreign students, so 87.06% of the students of Sterling College came from

TABLE XI.--ENROLLMENT IN STERLING COLLEGE ACCORDING TO STATES
REPRESENTED FOR THE SCHOOL YEAR, 1930-1931

Factors	Data
1. Total enrollment, '30-'31	255
2. Kansas enrollment, '30-'31	222
3. Percent enrolled from Kansas, '31	87.06%
4. Enrollment from the United States, other than Kansas	33
5. Percent enrolled from United States other than from Kansas	12.94%
6. Enrolled from outside United States	0
7. Percent " " " "	0

Kansas; 12.94% from states in the Union other than Kansas; and 100% of the students from the United States.

Therefore, Sterling College enlists almost 90% of its students from Kansas. The year 1930-1931 is fairly typical of the composition of the enrollment at Sterling College, therefore, the author feels safe in formulating the opinion that in the terms of enrollment--Sterling College draws better than 75% of her students from Kansas--thus giving educational training to home students, and in this way contributing to the higher educational program of the state.

But what about the enrollment in Sterling according to departments represented for the school year, 1930-1931? Let us consult Table XII: The total enrollment for the year was 255. The college department enrollment was 222, or 87% of the students were in the college of liberal arts. The allied departments represented 13% of the enrollment--there being 47 in the music department; 23 in the art department; 4 in the speech department; 43 summer school students, and 13 special students. Thus, there were a total of 138 enrolled women students, and 117 men students.

These figures as found in 1930-1931 are fairly typical with the exception as has been stated elsewhere, that the allied departments and summer school have fallen off because of limitation to 300 students, and the financial depression. (A revival of prosperity should see a growth in the allied departments and in the summer school attendance).

TABLE XII.--ENROLLMENT IN STERLING COLLEGE ACCORDING TO DE-
PARTMENTS REPRESENTED FOR SCHOOL YEAR, 1930-1931

Factors	Data
1. Total enrollment, '30-'31	255
2. College department enrollment	222
3. Percent in college, '30-'31	87%
4. Allied Departments:	
(a) Music	47
(b) Art	23
(c) Speech	4
5. Percent represented in allied departments	13%
6. Summer School	43
7. Special	13
8. Women students	138
9. Men students	117

II. The Graduates of Sterling College from 1892-1931:

Sterling College opened in November, 1887. There were no collegiate students the first year; all being preparatory. The first collegiate student entered the institution in 1888; and the first college graduation occurred four years later, June, 1892. So, since 1892 Sterling College has graduated a limited number of seniors each year. At the close of the summer school, July, 1931, over 615 alumni had completed the work required for a higher degree.

In this chapter, (Table X,) in a discussion of the enrollment contributions of Sterling College, the preparatory students were listed as they registered from 1888 to 1926. It is true that a record was kept of the enrollment of students for preparatory work. But if the reader will turn to Table XIII, he will note that there is no record given of preparatory school graduates; in fact there is no mention of them. For some unknown reason there was no attempt made to keep a record of the preparatory graduates who completed their courses. Further, there was no formal division in the Sterling College curriculum between the preparatory and collegiate levels. One passed from the preparatory stage without recognition or commencement exercises. And for this reason it is therefore apparent that one would find no records of preparatory students completing their course. So, commencement at Sterling always came only at the completion of a college course of three or four years. With this understanding, the writer may proceed:

TABLE XIII.--RECORD OF DEGREES AWARDED TO STERLING COLLEGE

ALUMNI, 1892-1931

Factors ³	Normal	College	Piano	Music	Art	Expression	Violin	Voice
1892		1						
1893		3						
1894		2						
1895		1						
1896		3						
1897	2	3						
1898	1	9						
1899		7						
1900	2	2						
1901		5						
1902	2	8						
1903	2	4						
1904	3	4						
1905	4	6						
1906		4						
1907		6						
1908		8						
1909	1	13						
1910		3						
1911		6	2			2		
1912	1	11	1					

TABLE XIII.--Continued

Factors	Normal	College	Piano	Music	Art	Expression	Violin	Voice
1913		11	2					
1914		13				3		
1915		26						
1916		19	1			3		1
1917		19	1		1	3		
1918		21			2	2		
1919		8				2		
1920		12	1				1	
1921		17			2			
1922		13	1	1		1		
1923		25				4		
1924		28		1	1	5		
1925		22		4	1	1		
1926		25		1		3		
1927		32			2	2		
1928		41		2		2		
1929		32		7	2	2		
1930		35		5	3	1		
1931		32						
Totals	18	540	9	21	14	36	1	1

SUMMARY:--

Number of degrees awarded,
 Duplicates,
 Number of alumni

640
25
 615

Table XIII, records the number of degrees awarded to Sterling college graduates between 1892 and 1931. Recognition was given in the form of diploma, certificate, or degree in Normal, college, piano, public school music, art, expression, violin, and voice courses: During the life of the institution there have been 18 normal; 540 college; 9 piano; 21 public school music; 14 art; 36 expression; 1 violin; and 1 voice degrees awarded. This makes a total of 640 degrees, of which 25 must be accounted to duplication--there being 615 alumni on the college rolls.

The table speaks for itself. There have been far more bachelor of arts degrees awarded than ~~ay~~^{any}thing else--540 to be exact. The growth of the size of the graduating classes in the college has been slow; starting with a single alumnus in 1892. The number of graduates did not exceed ten for any year up until 1909, when there were 13 college graduates. Then, the next year the graduating class fell to three students. The largest number of bachelor of arts degrees were awarded in 1928; there being a graduating class of 41. The second largest graduating class of 35 members was turned out in 1930.

The first normal school graduation occurred in 1897--two being conferred a diploma. Normal school graduations were rather irregular, and few in numbers. In 1912 the normal diploma was done away with entirely; the normal course being made the core of the education department in the college; and teaching certificates awarded on presentation of college diploma#

if the required number of education courses had been elected.

Piano graduates have been few, the first occurring in 1911, and the last in 1922. The first public school music graduation occurred in 1915, and the last in 1930. The first art graduate was in 1918 and the last in 1930. The first expression graduation occurred in 1920 and the first voice graduation in 1916.

Few degrees in the allied departments have been awarded. This may be attributed simply to a lack of effort on the part of the administration to seriously try to strengthen the piano, music, art, expression, violin, or the voice departments. In this statement there is no reflection upon the administration of the college. Sterling College is primarily a liberal arts college; emphasis is not especially placed upon the allied departments; nor is there any endowment for said departments. And when depressions like the one of 1929 arrive, either the allied department has to be self-supporting or suffer on account of lack of endowment.

Knowing the number of graduates in both the college and the allied departments, the question arises as to the percent of students graduating, and as to the number of years required for graduation:

Let us look at Table XIV: There has been a total enrollment of 9,705, in Sterling College since 1887. Up to 1932 there had been a total of 640 degrees and diplomas awarded to 615 alumni. Six and thirty-three hundredths percent of students

TABLE XIV.--RECORD OF GRADUATES AND DEGREES--STERLING COLLEGE,
1892-1931, TOGETHER WITH THE PERCENT OF STUDENTS GRADUATING,
AND YEARS REQUIRED FOR GRADUATION.

Factors	Data
1. Total enrollment, 1888-1931	9,705
2. Alumni	615
3. Percent of alumni to enrolled students	6.36%
4. Total number of degrees awarded	640
5. Percent of degrees conferred to enrolled students,	6.59%
6. College department graduates	540
7. Percent of enrolled collegiate students graduating	12.7%
a. Years required for graduation ⁴	8
8. Normal graduates	18
a. Years required for graduation	8
9. Piano graduates	9
a. Years required for graduation	8
10. Public school music graduates	21
a. Years required for graduation	8
11. Art graduates	14
a. Years required for graduation	6
12. Expression graduates	36
a. Years required for graduation	6
13. Violin Graduates	1
a. Years required for graduation	8
14. Voice Graduates	1
a. Years required for graduation	8

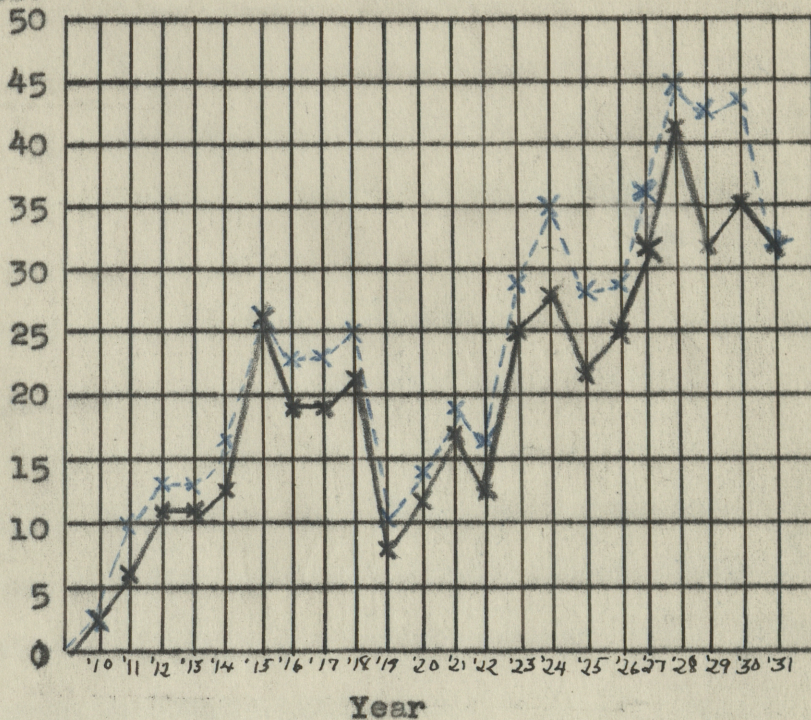
⁴ Completion of the high school course was accounted as a pre-requisite in compiling the years required for graduation from any particular course.

entering the institution left as alumni. The percent of degrees awarded to enrolled student amounted to 6.59%. In the college department there were 540 graduates; 12.7% of the enrolled collegiate students graduating. Eighteen students completed the normal course; 9 students, piano; 21, music; 14, art; 36, expression; 1, violin; and 1, voice. In regard to the number of years required for completion of these courses after graduation from 8th grade the reader will note: College, 8 years; normal, 8 years; piano, 8 years; music, 8 years; art, 6 years; expression 6 years; violin, 8 years; and voice, 8 years.

But what about a graphic presentation of information concerning the graduates of Sterling College? (See Diagram 6). Here, there is a graphic comparison, 1910-1931, between the allied ^{and collegiate} department# graduates from Sterling College as viewed in relationship to the total number of collegiate graduates per year.

The blue line on the graph showing the total number of all graduates from Sterling College surpasses the black line denoting the number of collegiate graduates, nineteen out of twenty-two times. That is, three times on the graph, both lines intersect at the same point--once in 1910; again in 1915; lastly in 1931. This would indicate that for three times since 1910 there has been no one qualified to receive an award from the allied departments. The graduating classes for# those years were fully 100% collegiate in their make-up.

Graduates:



Key:--

----- Total number of all graduates
 _____ Number of collegiate graduates

DIAGRAM 6.--THE GRADUATES OF STERLING COLLEGE,
 1910-1931

But this was the exception rather than the rule, and although the number of allied students never ran very high, since Sterling College was primarily a liberal arts school, the point of emphasis is that Sterling has graduated allied students nineteen out of twenty-two times since 1910. The high peak in allied departments graduates occurred in 1929 with eleven public school music, two art, and two expression pupils receiving recognition from the allied departments. The year 1930 was the second best allied departments year with a total turnout of five public school music, three art, and one expression alumnus.

III. Record of the Graduates of Sterling College in the higher institutions of learning of the United States with special reference to the records of Sterling College graduates as made in Kansas University:

Sterling College ranks very high in the percentage of her graduates doing advanced work. According to the records, out of a total of 615 alumni--61 have received their Master of Arts or Master of Science degree after leaving the Alma Mater. One has received both the Master of Arts and Doctor of Philosophy degree. Moreover, a total of 73 additional degrees other than Master of Arts, Master of Science, or Doctor of Philosophy have been awarded to various alumni. Among these 73 miscellaneous degrees are five Doctors of Medicine; four Bachelor of Laws, or other legal degrees of varying grades; and 64 seminary awards to 64 ministers and missionaries as a

result of three years of advanced Biblical study beyond college. Certain of these ministers also hold the Master of Arts or Master of Science degrees. (The honorary title of Doctor of Divinity was not included in the list of degrees of the ministers). So, totaling the number, 135 degrees of one sort or the other have been awarded to the alumni of Sterling college between 1892 and 1931.

Of course, the 135 advanced degrees reported above were by no means earned entirely in Kansas. Alumni have attended a large number of institutions; some of the more prominent institutions outside of Kansas being Chicago University; Northwestern, University of Nebraska; University of Colorado; University of Wyoming; Columbia University; Yale; and Ohio State.

This study, however, is interested in the records of those alumni attending Kansas institutions of higher learning--the state university at Lawrence, Kansas, specifically being selected. (Without more ado, it will be assumed that Sterling College contributes educationally to the state of Kansas if her alumni succeed in the state university).

Table XV presents the recorded findings: Between 1904 and 1931, fifty alumni have enrolled in the graduate school of Kansas University; records being available in the registrar's office for forty-four of this number. These 44 students enrolled for 399 courses; grades being distributed as follows: 149 A's; 29 S's; 141 B's; 60 C's; 6 D's; 12 I's; and 2 F's.

TABLE XV.--RECORD OF STERLING COLLEGE GRADUATES ENROLLED IN
GRADUATE SCHOOL OF KANSAS UNIVERSITY, 1904-1931.

Factors	Data
1. Enrolled in Graduate School	50
2. Number for whom records were available ⁵	44
3. Number of courses enrolled for	399
4. Number of courses assigned various grades:	
a. Courses graded "A"	149
b. Courses graded "S"	29
c. Courses graded "B"	141
d. Courses graded "C"	60
e. Courses graded "D"	6
f. Courses graded "I" ⁶	12
g. Courses graded "F"	2
5. Master of Arts awarded as based on available records	18
6. Other Master of Arts known to have been awarded ⁷	2
7. Total number of Master of Arts awarded	20
8. Doctor of Philosophy degrees awarded	1
9. Total number of higher degrees awarded	21
10. Average grade as computed from available records ⁸	"B"
11. Percentage of those known to have enrolled securing higher degrees ⁹	44%

-
- 5 Some records either could not be located or had not been turned into the K. U. Registrar's office.
- 6 In many cases indicated withdrawal or non-completion of work.
- 7 As indicated from Bulletin of Sterling College, "Alumni", Vol. 36, No. 1, pp.130-162, May, 1931.
- 8 Computed on: A--4; S--3½; B--3; C--2; D--1; I--0; F--0.
- 9 Several more may be awarded their Master of Arts this coming June and Summer.

Eighteen out of 44 were awarded the Master of Arts degree; and it is known that two others secured their Master of Arts, but records were not available. Only one Doctor of Philosophy degree was conferred; making a total of 21 higher degrees awarded. The average grade as computed from available records was "B". Forty-four percent of those known to have enrolled in Kansas University were awarded a higher degree.

The conclusion may be drawn, therefore, that the chances for a graduate of Sterling College making good in the graduate school of Kansas University are favorable. The teaching and grading judgment of the instructors at Sterling College compare favorably to the teaching and grading judgment of Kansas University instructors in the light of the above evidence. Therefore, leaving out the question of the size of the two institutions and all other factors but the teaching product-- Sterling College contributes as much educationally to her students as the state university. (Chapter II brought out the point that denominational colleges also contribute some things a state university cannot), but there are two sides to that issue which the author will not endeavor to touch; and it is also true that the state university, for that matter, contributes in certain fields where the smaller colleges fail.

Summary

Apparently, Sterling College alumni are vitally interested in education or fifty would not have enrolled in the graduate school at Kansas University. Moreover, the fact that

85 degrees were awarded in other schools outside Kansas also points to the interest of Sterling College graduates in education.

But certain people might take the opposite side of the question and argue entirely differently. They might advance the idea that the apparent interest on the part of Sterling college graduates in higher education was only imaginary. That the real truth lay in the fact--the alumni of Sterling College felt so inadequate and unsuited for life with the completion of their college career in a small school, advanced work was pursued in a university to regain confidence in themselves and to add prestige to their already acquired educational training.

This might be--and no doubt both sides have some grounds for argument; yet the fact still remains that graduate students coming from Sterling College make good in institutions other than Sterling; and therefore, Sterling College must contribute to education both in Kansas and in the United States.

IV. The Occupations and Professions of the Alumni of Sterling College:

Facts relative to the educational contributions of Sterling College as manifest by enrollment, number of graduates; and the character of the work done in the graduate school of Kansas University have been considered. But one of the most

vital criteria of measurement of the success or failure of a college education may be derived from a consideration of the occupations and professions in after life of the former students who have received degrees from the Alma Mater.

Sterling College has always endeavored to keep track of her diploma and degree students. For this purpose an alumni secretary follows the later movements of the graduates of Sterling and keeps an up-to-date record of the activities and whereabouts of each; the data appearing every ^{three}~~four~~ years in the Sterling college bulletin.

Information upon which the tables and diagrams concerning the occupations and professions of Sterling's product is based was gleaned for this thesis from the 1930-1931 Sterling college catalogue.

On the following page, Table XVI, presents these facts: Since 1892, and up through 1931, there have been 615 graduates of Sterling College. One hundred and ninety-two are engaged in teaching at the present time, proportioned as follows-- elementary and high school teachers, 163; college and university teachers, 20; music teachers, 7; art teachers, 2; estimated number of years devoted to teaching, 1800; average number of years taught, 9.4 plus; ministers, 42; writers, one; physicians, five; nurses, five; business men, 41; farmers, 17; home makers, 173; students, 15; chemists, 12; deceased, 24; legal profession, 4; and employed in miscellaneous occupations, 64.

TABLE XVI.--OCCUPATIONS AND PROFESSIONS OF ALUMNI OF STER-
LING COLLEGE

1. Alumni Members	615
2. Teachers, elementary and high school	163
3. College and university teachers	20
4. Music teachers	7
5. Art teachers	2
6. Total number of teachers	192
7. Total years devoted to teaching (estimated)	1,800
8. Average number of years taught	9.4
9. Alumni ministers	42
10. Alumni missionaries	21
11. Teachers, ministers, and missionaries	255
12. Writers	1
13. Physicians	5
14. Nurses	5
15. Business	41
16. Farmers	17
17. Home makers	173
18. Students	15
19. Chemists	12
20. Deceased	24
21. Legal profession	4
22. Miscellaneous trades	64

The total number of years the 192 alumni of Sterling College have devoted to teaching were based partly on actual facts, and partly on estimates. Whatever the actual years, the essential truth desired brought home is the fact that Sterling College graduates have devoted many years of their life in school teaching.

One hundred and seventy-three of Sterling's women students are home makers as Table XVI, plainly shows. Then, one may sense the fruits of a Christian atmosphere at Sterling, as there are 42 ministers and 21 missionaries listed among the graduates. Twenty-four are dead. Twelve are making good in the field of chemistry. (Sterling has always prided herself upon her chemistry department). There are only seventeen farmers. ("All wealth# comes from the soil", but apparently occupations other than farming make the greatest appeal to Sterling's students in after years.) Fifteen of the alumni are in attendance at higher institutions of learning. (Yes, Sterling College has and is still interested in higher education; otherwise, 173 advanced degrees would not have been awarded to her alumni).

Summary

The alumni of Sterling College are for the most part following honorable professions. Few have failed to make the most of their opportunities; and none is in prison or has otherwise disgraced the institution. Ranked in order of occurrence, the leading professions represented are: 1. Home

making; 2. teaching; 3. religious work; 4. business; 5. miscellaneous occupations.

No attempt will be made to rank the graduates in terms of "success" as every individual has a different conception of the term. To the author, success and happiness is not measured by the amount of wealth one may be able to accumulate. It is measured rather in terms of service to mankind; the reward being peace of mind and contentment gained through unselfish service.

But this is irrelevant to the study. The point of emphasis is the simple fact that Sterling College's product is represented among the honorable professions of life. All are employed in some work and none has disgraced the institution's name.

Many, apparently are enjoying success in their chosen field. Sterling College helped educate them in her school. True, some received more aid than others. It depended on the individual. But it may be assumed that along with the parents, the church, the elementary and secondary schools--in so far as any of these students attended Sterling College--by just so much has the institution contributed both to their lives and to that of the state-wide and national educational movement.

In a consideration of the occupations and professions of the product of Sterling College, at the best it is rather hard to secure a picture in the mind of the various distri-

butions and percentages of the alumni devoting their time to teaching, home making, religious work, and the other miscellaneous professions unless portrayed graphically. Diagram 7, attempts to relieve just this difficulty.

According to Diagram 7, the occupation percentages of the alumni are distributed thus: 1. Teachers , 31%; 2. Home Makers, 28%; 3. Miscellaneous Occupations, 11%; 4. Business, 7%; 5. Ministers, 7%; 6. Dead, 4%; 7. Missionaries, 3%; 8. Farmers, 3%; 9. Chemists, 2%; Students, 2%; 11. Nurses, 1%; 12. Physicians, 1%.

The question also arises as to the location of graduates of Sterling College according to states. Do most of them live in Kansas after completion of their courses, or do they migrate to another state--Kansas educating her citizens, and then losing them?

Table XVII, answers this question: Of a total of 591 living ex-students holding some sort of degree from Sterling College, 235, or 54.99% live in Kansas. A total of 526 out of 591 of the alumni, or 95.6%, live in the United States. That is, only twenty-six graduates, or 4.4%, live in foreign lands.

Summary

So the question as to the resident state or territory of the graduates of Sterling College has been answered. Over half, or nearly 55% live in Kansas; 95.6% in the United States; and 4.4% in foreign lands.

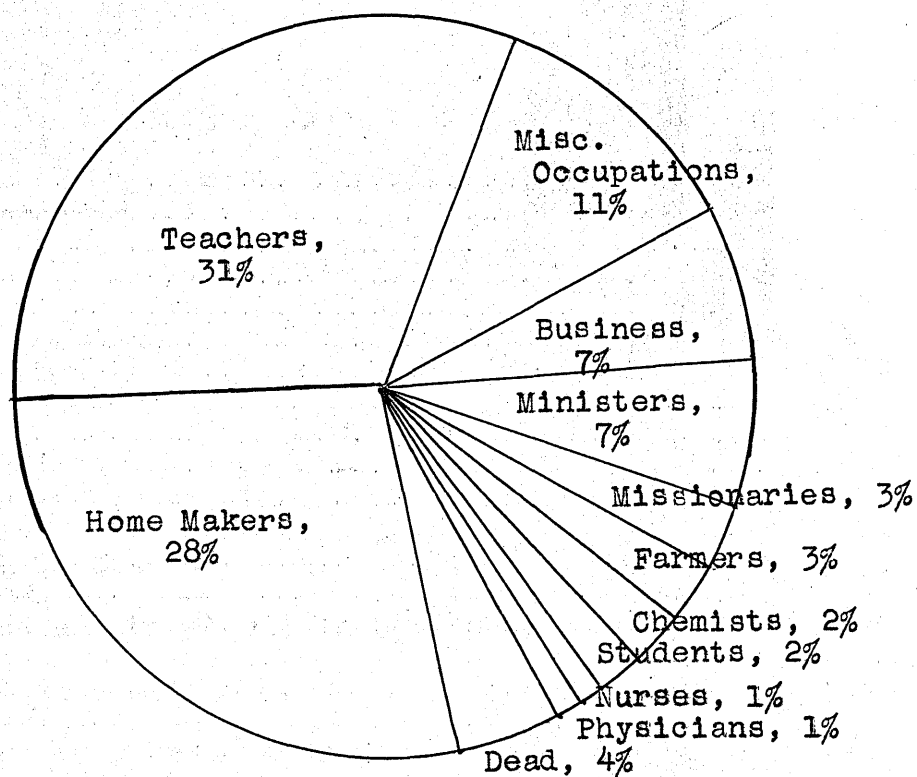


DIAGRAM 7.--OCCUPATIONS AND PROFESSIONS OF THE ALUMNI OF
STERLING COLLEGE DISTRIBUTED BY PERCENTAGES.

TABLE XVII.--LOCATION OF ALUMNI MEMBERS OF STERLING COLLEGE
ACCORDING TO STATES, 1931.

Factors	Data
1. Number of living alumni	591
2. Alumni in Kansas	325
3. Percent of the alumni in Kansas	54.99%
4. Alumni in United States	565
5. Percent of alumni in United States	95.6%
6. Alumni in foreign lands	26
7. Percent of alumni in foreign lands	4.4%

Teaching, home making, and religious work are the major occupations of Sterling's alumni. There may be varied opinions as to whether the occupations and lives of these people contribute to education in Kansas and the United States as a result of the training gained in the Alma Mater. But to the writer's way of thinking, the alumni of Sterling College have demonstrated the time spent for their college education has neither been in vain or a waste of money. Sterling's graduates are contributing educationally to Kansas.

CHAPTER VI

General Summary and Conclusions

I. Summary of Presented Data:

The investigation in regard to Sterling College has revealed the following facts:

1. Sterling College was founded as Cooper Memorial in 1887, as the result of a joint-contract entered into by Kansas Synod and the Sterling Land & Investment Company--the S. L. & I. Co., being interested primarily in the development of the town of Sterling, Kansas; while Kansas Synod felt# the need for a United Presbyterian college in the west.

2. The chapters on the historical background of the United Presbyterian church and of Kansas Synod bring out the point that United Presbyterians come by direct descent from the heroic Covenantors of Scotland; the church being the result of a union in 1858 at Pittsburgh, Pennsylvania between the Associate Reformed Presbyterian church and the Associate Presbyterian Church. The Synod of Kansas was organized eleven years later, in 1869, at instigation of the General Assembly of the United Presbyterian Church of North America, which met in session at Monmouth, Illinois, May 26, 1869.

3. Sterling College is one of forty- institutions of higher learning in Kansas; specifically, one of the nineteen private four year colleges. Thirteen of the nineteen private four year colleges are accredited by the Kansas State Board of Education; Sterling College being one of the thirteen so

accredited.

4. In 1927-1928 Sterling College contributed her quota to the 46% of the students of Kansas attending privately controlled institutions. Nationally, for the same year, she contributed her quota to the 61% of the students who were enrolled in privately endowed colleges.

5. The growth in Sterling College throughout the years has been marked with a similar growth in both the United Presbyterian Church and in Kansas Synod. For the year 1931, there were 176,666 United Presbyterians in America; 6,227 of this number residing in Kansas Synod.

6. Sterling College commemorates her forty-fifth anniversary with a special Commencement program, May 27-31, 1932.

7. During the forty-five years of Sterling's existence two college Presidents~~s~~ have faithfully served the institution: President Emeritus, F. M. Spencer, D. D., from 1889 to 1909; and R. T. Campbell, D. D., since 1909.

8. Considering buildings, equipment, and endowment as "capital outlay" Sterling College, August, 1931, was worth \$1,076,501.82; her endowment totaling \$704,784, and her buildings and equipment, \$371,717.82.

9. Total current expenditures at Sterling College up to August, 1931, amounted to \$1,018,125.38; such items as \$688,908.88 for Teachers' salaries, and \$101,297.79, expended for incidentals, being included in arriving at the above sum.

10. August, 1931, the total investments of Sterling Col-

lege for capital outlay and current running expenses expended during 44 years of operation amounted to \$2,094,627.20.

11. Expressed in percentages, the \$2,094,627.20 financial investments of Sterling College have been expended thus: Endowment, 34%; Teachers' Salaries, 33%; Physical Equipment, 17%; Supplies, 16%.

12. The 8000 and more volumes in the college library are worth \$7,955.93.

13. Growth of receipts and expenditures of Sterling College has been rapid: During the 44 year period, tuition receipts have increased 6,795%; Salaries, 6,562%; and Total Expenses, 14,987%.

14. Sterling College has maintained a capital outlay per student per year of \$110.92. The total cost per student per year amounted to \$215.83.

15. During 1888-1889, the average current expenses per student to Sterling College amounted to \$22.56. During the period 1920-1931, the college expended \$169.90 per student.

16. During 1888-1889, the average instructional cost per student to Sterling College amounted to \$12.44. During 1920-1931, the college expended \$121.19 per student.

17. During 1888-1889, the average teacher salary was \$200.84. During 1920-1931, the average salary paid per teacher was \$1,249.62.

18. During 1888-1889, the average cost of an alumnus to the institution was \$3,439.52; during 1920-1931, the av-

erage cost was \$5,058.36.

19. During 1888-1889, the average total expense to the institution per student per year amounted to \$53.91. During 1920-1931, the average total expense per student per year had raised to \$468.26.

20. During 1888-1889, the average cost of capital outlay per student per year amounted to \$31.35; during 1920-1931, the average capital outlay per student per year was \$298.36.

21. The average cost to Sterling of conferring 640 degrees between 1892 and 1931 amounted to \$3,272.85; while the average cost to Sterling College of her 615 alumni was \$3,-405.90.

22. Between 1888-1931, \$324,169.30 was taken in as tuition. This sum covered 32% of the current expenses for the same period, and 15% of the total investments, 1888-1931. Therefore, during 1888-1931, 85% of Sterling College's total investments were derived from sources other than from tuition.

23. The average salary per teacher per year during the period, 1888-1931, amounted to \$779.31. The average salary per teacher in 1931 was \$2,070.19.

24. Current expenditures at Sterling College for the year, 1930-1931, amounted to \$87,066.99.

25. Estimated current operating expenses at Sterling College for the next ten years as figured by use of the Regression Equation should range between \$844,350, as predicted on the basis of the last 22 years of current expenditures at

Sterling--up to \$1,166,200--where annual current expenses at Sterling College for the last 11 years have been converted into Index Numbers and the estimate# made. (The author believes the first estimate of \$844,350 can be most readily depended on).

26. Between 1888-1931, the net total enrollment at Sterling amounted to 9,705 students. Of this number, 4,243 were collegiate students, and 1,236 preparatory students. During 1888-1931, summer school has been held ten times with a total enrollment of 627 students.

27. The total enrollment increased only 35% in Sterling College between 1910-1931; but during the same interval of time the collegiate enrollment increased 225%, to the 35% increase noted in the total enrollment.

28. Between 1888-1931, the total enrollment at Sterling averaged 221 per year; while the collegiate enrollment numbered 4,243 students in the same period with the average collegiate enrollment of 96 per year.

29. In 1888, there were no collegiate students enrolled in Sterling College. By 1909, there was a collegiate enrollment of 55 students; while in 1931 there were 179 collegiate students enrolled. Consequently, during the period, 1888-1909, collegiate enrollment increased 5,500%; between 1909-1931, 225%; and for the entire period, 1888-1931, --17,900%.

30. In 1930-1931, 87.06% of the enrolled students at Sterling College were from Kansas; and for the same year, 87% of the students were in the college department.

31. Of the 615 alumni graduated between 1892 and 1931, 540 graduated from the college department.

32. During 1888-1931, 12.7% of the enrolled college department graduates received degrees; while for the same period only 6.58% of the allied and college department entrants finally received their degrees or diplomas.

33. The teaching staff of Sterling College has increased only 3.63% between 1910-1931, or at the average yearly percent increase of .18%.

34. The alumni of Sterling College have been awarded 135 higher degrees in universities of the United States between 1892-1931.

35. Of 50 Sterling College alumni enrolled in the Kansas University graduate school, records are available for 44 of the alumni who enrolled in 399 courses; the average grade conferred being "B". Twenty-one of the 50 college alumni, or 44%, secured their degrees at K. U. Twenty received their Master of Arts, and one his Doctor of Philosophy.

36. Of the Sterling College alumni, 192, or 31% are teachers; 173, or 28%, home makers; 64, or 11%, engaged in miscellaneous occupations; and 63, or 10%, are ministers and missionaries.

37. Over half of the alumni, 54.99%, live in Kansas; 95.6% somewhere in the United States; and 4.4% are located in foreign lands.

(Note:--Turn to Table XVIII, for a still briefer summary of data relative to Sterling College).

TABLE XVIII.--SUMMARY OF PERTINENT DATA RELATIVE TO STERLING COLLEGE, 1888-1931.

Factors	Data
1. Capital outlay	\$1,076,501.82
2. Current Expenses	1,018,125.38
3. Total Investment	2,094,627.20
4. Total Enrollment	9,705
5. Capital outlay per student	\$110.92
6. Current expenses per student	104.91
7. Total cost per student	215.83
8. Total number of degrees awarded	640
9. Average cost for the awarding of each degree	\$3,272.85
10. Number of alumni	615
11. Average cost of an alumnus	\$3,405.90
12. Total number of teachers and assistants	884
13. Average salary per teacher or assistant, '88-'31	\$779.31
14. Expense increase, 1910-1931	500%
15. Average expense increase, 1910-1931	22.72%
16. Current expenses paid by tuition	31.84%
17. Total investment paid by tuition	15.48%

II. Conclusions:

The purpose of this study as indicated in Chapter I, was to collect, present, and analyze, the pertinent material which seemed vital in arriving at a clear understanding of existing affairs at Sterling College, Sterling, Kansas.

The author has attempted to do this, presenting the facts gathered at Sterling College as well as possible, with special reference to Sterling's educational investments and educational contributions.

The most important findings of the author have already been presented in this chapter under thirty-seven heads. Throughout the study, the writer has endeavored to present the facts of Sterling College as found; entirely trying to rule out any bias which might creep into the study on the account of being an alumnus of Sterling.

The results of the data should be self-explanatory. Sterling College has had many trying years throughout the course of her existence. Even in 1932 she was faced with a bonded indebtedness of \$45,000. But many times previously she has been in worse financial trouble. September, 1926, for instance, there was an indebtedness of \$62,979 confronting her; but by August, 1927, the entire debt had been paid.

Moreover, Sterling College has a splendid endowment and endowment credits to the value of \$704,784, if one includes her physical equipment as part of the assets. All this has come about as a result of efforts to gain admittance to the North Central Association of Colleges--Sterling College hav-

ing been admitted to the North Central Association, March 14, 1928, on probation, and continued on the accredited list of the association ever since.

Sterling College has prospered financially and educationally. Her collegiate enrollment has increased 225% since 1909. The alumni association of the college now has 615 members on its rolls. Her alumni make good in the graduate schools of the country as well as in the occupations and professions of active life. Although Sterling College is a United Presbyterian college she is non-sectarian; and all students of high ideals are ever welcome to enter her halls.

The visitor at Sterling College frequently remarks of the fine Christian atmosphere prevailing over the campus. The faculty of Sterling College adheres strictly to the purposes and ideals of a life of service.

Sterling College has, and is contributing to higher education in Kansas and the United States. And as long as she holds to her high ideals, there need be no fear of what the future holds in store. Friends will rise up to minister to her in time of distress. So, Sterling College should continue to share in the education of the youth of Kansas for many more years to come. Her work is not yet completed.

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